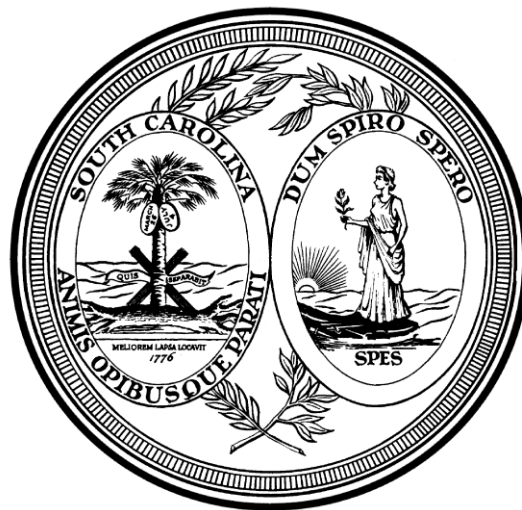


DRAFT

Consolidated State Plan

The Elementary and Secondary Education Act of 1965, as
amended by the Every Student Succeeds Act



STATE OF SOUTH CAROLINA

For submission to the
U.S. Department of Education
Washington, DC 20202
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<p>By signing this document, I assure that: To the best of my knowledge and belief, all information and data included in this plan are true and correct. The SEA will submit a comprehensive set of assurances at a date and time established by the Secretary, including the assurances in ESEA section 8304. Consistent with ESEA section 8302(b)(3), the SEA will meet the requirements of ESEA sections 1117 and 8501 regarding the participation of private school children and teachers.</p>	
Authorized SEA Representative (Printed Name) Molly M. Spearman State Superintendent of Education	Telephone: 803-734-8500
Signature of Authorized SEA Representative	Date:
Governor (Printed Name) Governor Henry McMaster	Date SEA provided plan to the Governor under ESEA section 8540: August 4, 2017
Signature of Governor	Date:

Programs Included in the Consolidated State Plan

Instructions: Indicate below by checking the appropriate box(es) which programs the SEA included in its consolidated State plan. If an SEA elected not to include one or more of the programs below in its consolidated State plan, but is eligible and wishes to receive funds under the program(s), it must submit individual program plans for those programs that meet all statutory and regulatory requirements with its consolidated State plan in a single submission.

☒ Check this box if the SEA has included all of the following programs in its consolidated State plan.

or

If all programs are not included, check each program listed below that the SEA includes in its consolidated State plan:

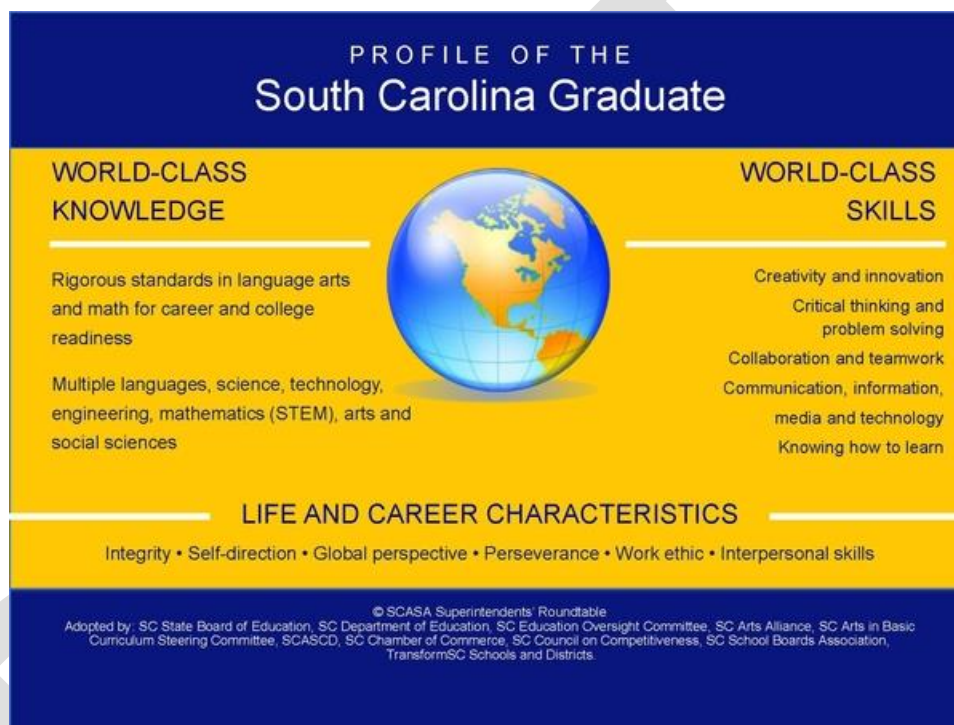
- ☐ Title I, Part A: Improving Basic Programs Operated by Local Educational Agencies
- ☐ Title I, Part C: Education of Migratory Children
- ☐ Title I, Part D: Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk
- ☐ Title II, Part A: Supporting Effective Instruction
- ☐ Title III, Part A: English Language Acquisition, Language Enhancement, and Academic Achievement
- ☐ Title IV, Part A: Student Support and Academic Enrichment Grants
- ☐ Title IV, Part B: 21st Century Community Learning Centers
- ☐ Title V, Part B, Subpart 2: Rural and Low-Income School Program
- ☐ Title VII, Subpart B of the McKinney-Vento Homeless Assistance Act: Education for Homeless Children and Youth Program (McKinney-Vento Act)

Instructions

Each SEA must provide descriptions and other information that address each requirement listed below for the programs included in its consolidated State plan. Consistent with ESEA section 8302, the Secretary has determined that the following requirements are absolutely necessary for consideration of a consolidated State plan. An SEA may add descriptions or other information, but may not omit any of the required descriptions or information for each included program.

Introduction

South Carolina is an ambitious state. While our state has one of the highest poverty rates in the nation, South Carolina is determined to work and is capable of working its way to the forefront of twenty-first century industry while ensuring that its citizens – rural and urban – have equitable access to opportunity. Education plays a critical role in this upward climb for each and every South Carolinian, and we, as a citizenry, are united around what is necessary for all South Carolina students to succeed. Organizations as diverse as the South Carolina Association of School Administrators, the South Carolina Council on Competitiveness, and the South Carolina General Assembly have come together to adopt the Profile of the South Carolina Graduate as a common vision for all South Carolina children, beginning with Pre-K education and continuing through college and careers. The Profile of the South Carolina Graduate outlines the world-class knowledge, world-class skills, and life and career characteristics necessary for children and our state to be successful in the global marketplace.



The Profile of the South Carolina Graduate serves as the foundation for the South Carolina Department of Education (SCDE) mission, which is that all South Carolina students graduate prepared for success in college, careers, and citizenship. This mission drives all agency activity, from the design of its integrated accountability system, to revision of the state's diploma pathways, to the streamlining of teacher certification processes.

SCDE Strategic Initiatives

The SCDE has built a state-level framework which connects agency work to statewide student learning and to achievement of the Profile to support South Carolina's mission that students graduate prepared for success in college, careers, and citizenship. Agency goals are focused around three main strategic initiatives as outlined below.

Personalized and Competency-Based Learning

Personalized learning supports *all* students as they seek to achieve the knowledge, skills, and characteristics identified in the Profile of the South Carolina Graduate. By fostering student ownership of

learning, by restructuring learning around quality evidence of competence, by developing learner profiles and learning pathways, and by adopting flexible learning environments, each student's educational experience is tailored to meet his or her unique strengths, needs, and interests. The SCDE is working with all South Carolina districts across a variety of personalized and competency-based learning models to ensure that every district in the state includes at least one school fully committed to personalized and/or competency-based learning.

Expanded Learning

All students must have the opportunity to develop world-class knowledge, world-class skills, and life and career characteristics. Providing this opportunity requires a diversity of options outside the traditional school day or building. Ensuring that all students – not just those in high income, high capacity districts – have access to career and technical education, virtual options, world languages, the arts, advanced credit in middle school, Advanced Placement, International Baccalaureate, and dual credit coursework is critical to achieving the SCDE's mission. The SCDE is working to increase the number of students achieving industry credentials and to increase the number of students earning a silver certificate or higher on the National Career Readiness Certificate; is partnering with high needs schools to supply needed virtual programming; and is increasing professional learning support needed by teachers to provide world-class content. The state is also committed to early childhood education as a way of supporting kindergarten readiness before school even begins. Community partnerships, especially with the faith-based community, are an important component in supporting opportunity and success in expanded learning options for students. The SCDE is working to measure, support, and increase high-quality expanded learning opportunities and partnerships across the state.

School Improvement

Educational success should not be a function of zip code or history. In the 2016–17 academic year, South Carolina instituted a tiered support system and the use of transformation coaches for identified high-need schools in the state. Under ESSA, these schools are designated for Comprehensive Support and Intervention (CSI) or Targeted Support and Intervention (TSI). Instead of allowing schools and districts to flounder on their own, the SCDE is providing direct support and guidance based on a portfolio of evidence-based school turnaround strategies. The SCDE is not afraid to take management of long-term failing schools identified in the top tier of intervention, but all interventions are put in place with the goal of building local success and capacity for long-term positive change. Furthermore, school improvement across the state is supported by having all districts engage in high-quality systems review and accreditation and by ensuring that the state has a world-class accountability system and a central data warehouse which can be used across programs and agencies to improve educational processes and outcomes in the state. The SCDE is working to improve data feedback loops and to improve reporting with all districts while focusing attention on the improvement of academic performance in districts and schools identified as low-performing.

Three additional strategic initiatives revolve around district support, individual educator support, and internal excellence. To support innovation in educational systems, internally and across the state, the SCDE has instituted indicators of quality and a strong continuous improvement process to ensure successful delivery of strategic initiatives. The SCDE indicators of quality, in the form of evidence- and research-based rubrics, inform overall agency and individual office self-assessment. These indicators include the following:

- *Return on Investment:* Educational productivity including efficient achievement of educational outcomes, as well as the institution of strong, equitable fiscal processes;
- *Fidelity:* Knowledge of and adherence to law, guidance, and/or program design;
- *Stakeholder Satisfaction:* Stakeholder perception that communication and implementation have been purposeful, responsive to stakeholder needs, two-way, supportive, and impactful; and

- *Effectiveness*: Educational productivity, including efficient achievement of educational outcomes and/or program effectiveness as well as institution of strong, equitable fiscal processes and risk management.

The SCDE believes that targeted strategic initiatives guided by these indicators of quality will result in strong statewide learning outcomes which will ensure that all students meet the Profile of the South Carolina Graduate and that all students graduate prepared for success in college, careers, and citizenship.

Throughout development of its ESSA consolidated state plan, the SCDE has worked to ensure strong communication and consultation with a diversity of stakeholders across the state. Exit survey data from three statewide stakeholder meetings provided in Appendix A show stakeholders grew in their understanding and engagement with ESSA over time and viewed the SCDE's consultation process favorably. Appendix B documents the SCDE's outreach at over 120 meetings between December 2015 and July 2017, and Appendix C provides a summary of SCDE responses to stakeholder feedback.

A. Title I, Part A: Improving Basic Programs Operated by Local Educational Agencies (LEAs)

1. Challenging State Academic Standards and Assessments (*ESEA section 1111(b)(1) and (2) and 34 CFR §§ 200.1–200.8.*)¹
2. Eighth Grade Math Exception (*ESEA section 1111(b)(2)(C) and 34 CFR § 200.5(b)(4)*):
 - i. Does the State administer an end-of-course mathematics assessment to meet the requirements under section 1111(b)(2)(B)(v)(I)(bb) of the ESEA?
☒ Yes
☐ No
 - ii. If a State responds “yes” to question 2(i), does the State wish to exempt an eighth-grade student who takes the high school mathematics course associated with the end-of-course assessment from the mathematics assessment typically administered in eighth grade under section 1111(b)(2)(B)(v)(I)(aa) of the ESEA and ensure that:
 - a. The student instead takes the end-of-course mathematics assessment the State administers to high school students under section 1111(b)(2)(B)(v)(I)(bb) of the ESEA;
 - b. The student’s performance on the high school assessment is used in the year in which the student takes the assessment for purposes of measuring academic achievement under section 1111(c)(4)(B)(i) of the ESEA and participation in assessments under section 1111(c)(4)(E) of the ESEA;
 - c. In high school:
 1. The student takes a State-administered end-of-course assessment or nationally recognized high school academic assessment as defined in 34 CFR §200.3(d) in mathematics that is more advanced than the assessment the State administers under section 1111(b)(2)(B)(v)(I)(bb) of the ESEA;
 2. The State provides for appropriate accommodations consistent with 34 CFR §200.6(b) and (f); and
 3. The student’s performance on the more advanced mathematics assessment is used for purposes of measuring academic achievement under section 1111(c)(4)(B)(i) of the ESEA and participation in assessments under section 1111(c)(4)(E) of the ESEA.
☐ Yes
☒ No
 - iii. If a State responds “yes” to question 2(ii), consistent with 34 CFR §200.5(b)(4), describe, with regard to this exception, its strategies to provide all students in the State the opportunity to be prepared for and to take advanced mathematics coursework in middle school.

¹ The Secretary anticipates collecting relevant information consistent with the assessment peer review process in 34 CFR § 200.2(d). An SEA need not submit any information regarding challenging State academic standards and assessments at this time.

3. Native Language Assessments (ESEA section 1111(b)(2)(F) and 34 CFR § 200.6(f)(2)(ii)) and (f)(4):

- i. Provide its definition for “languages other than English that are present to a significant extent in the participating student population,” and identify the specific languages that meet that definition.

In South Carolina the “languages other than English that are present to a significant extent in the participating student population,” include languages that are equal to or greater than 1.5 percent of the overall percentage of English language learners (EL) statewide. The top five languages are as follows:

Spanish, which makes up roughly 82 percent of the overall population; and Russian, Vietnamese, Chinese, and Arabic, which each comprise 1.5 percent or greater of the remaining 18 percent of the total English language learner population statewide.

- ii. Identify any existing assessments in languages other than English, and specify for which grades and content areas those assessments are available.

No existing assessments are administered in languages other than English. The state provides instruction to English language learners in English and therefore administers all academic assessments in English.

- iii. Indicate the languages identified in question 3(i) for which yearly student academic assessments are not available and are needed.

Student academic assessments in languages other than English are not needed. English language learners are taught in English. Assessments must be administered in the language of instruction for test scores to be valid.

- iv. Describe how it will make every effort to develop assessments, at a minimum, in languages other than English that are present to a significant extent in the participating student population including by providing
 - a. The State’s plan and timeline for developing such assessments, including a description of how it met the requirements of 34 CFR § 200.6(f)(4);

The state does not plan to administer assessments in any language other than English.

- b. A description of the process the State used to gather meaningful input on the need for assessments in languages other than English, collect and respond to public comment, and consult with educators; parents and families of English learners; students, as appropriate; and other stakeholders; and

Tests scores can only be valid if instruction is provided to give the student the opportunity to learn the information. Students aren’t

provided the opportunity to learn content in other languages, so testing them in other languages would not result in valid scores.

Section 59-18-300 of the state's Education Accountability Act (EAA) states the following: "The standards are to promote the goals of providing every student with the competencies to (1) read, view, and listen to complex information in the English language; (2) write and speak effectively in the English language." The tests are aligned to the state academic standards; therefore the tests measure students' abilities to read and write in English for all subjects. The EAA requires tests of English/language arts and section 59-18-325 defines English/language arts as including "English, reading, and writing skills."

- c. As applicable, an explanation of the reasons the State has not been able to complete the development of such assessments despite making every effort.

The state has always planned to develop all assessments in English. Student academic assessments in languages other than English are not needed. English language learners are taught in English. Assessments must be administered in the language of instruction for test scores to be valid.

4. Statewide Accountability System and School Support and Improvement Activities (ESEA section 1111(c) and (d)):

i. Subgroups (ESEA section 1111(c)(2)):

- a. List each major racial and ethnic group the State includes as a subgroup of students, consistent with ESEA section 1111(c)(2)(B).

Pupils in poverty, disabled, White, African American, Hispanic, English learner, Asian/Pacific Islander, and Native American.

- b. If applicable, describe any additional subgroups of students other than the statutorily required subgroups (*i.e.*, economically disadvantaged students, students from major racial and ethnic groups, children with disabilities, and English learners) used in the Statewide accountability system.

South Carolina will not use other subgroups in the accountability metrics.

The state will report assessment subgroup performance for: migrant, foster, military-connected, gifted and talented, and homeless on the Achievement section of the report card to document performance on summative assessments.

- c. Does the State intend to include in the English learner subgroup the results of students previously identified as English learners on the State assessments required under ESEA section 1111(b)(2)(B)(v)(I) for purposes of State accountability (ESEA section 1111(b)(3)(B))? Note that a student's results may be included in the English learner subgroup

for not more than four years after the student ceases to be identified as an English learner.

☒ Yes

☐ No

- d. If applicable, choose one of the following options for recently arrived English learners in the State:

☐ Applying the exception under ESEA section 1111(b)(3)(A)(i); or

☒ Applying the exception under ESEA section 1111(b)(3)(A)(ii); or

☐ Applying the exception under ESEA section 1111(b)(3)(A)(i) or under ESEA section 1111(b)(3)(A)(ii). If this option is selected, describe how the State will choose which exception applies to a recently arrived English learner.

ii. Minimum N-Size (ESEA section 1111(c)(3)(A)):

- a. Provide the minimum number of students that the State determines are necessary to be included to carry out the requirements of any provisions under Title I, Part A of the ESEA that require disaggregation of information by each subgroup of students for accountability purposes.

Sub-groups with n-sizes of 20 will be reported for the purposes of accountability. This number represents a reduction in the n-size used in ESEA 30 students.

- b. Describe how the minimum number of students is statistically sound.

South Carolina chose the n-size of 20 for subgroup reporting to balance the need for transparency of student performance in a majority of schools and the assurance that the sample size adequately protects personally identifiable information and reflects the characteristics of the school as a whole. The National Center for Educational Statistics released a report in 2011 detailing that states could set n-sizes of ten while still providing reliable data and protecting student identity; however, in some small, rural schools in South Carolina, n-sizes of ten would not adequately protect student privacy. Additionally, the smaller the group, the less reliable the data are. Volatility of the data will be greater from year-to-year when reporting groups with smaller n-sizes.

- c. Describe how the minimum number of students was determined by the State, including how the State collaborated with teachers, principals, other school leaders, parents, and other stakeholders when determining such minimum number.

South Carolina previously used subgroup n-counts of 40 (1999–05) and 30 (2005–14); however, based on stakeholder feedback from the Urban League, Hispanic Alliance, and other civil rights groups, South Carolina will use an n-size of 20 for the ESSA reporting and accountability. These organizations maintained that a smaller n-size

would allow more schools to be included in the full reporting of subgroup performance. Feedback from community stakeholders suggested “reporting” n-sizes at 10 and “counting” n-sizes of 30. Additionally, Superintendent and District Instructional Leaders advocated for subgroup n-sizes of 40 or for a percentage model whereby a subgroup would be reported if it met a specific percentage threshold of the full population. The basis for these requests was grounded in a desire to increase validity and reliability and reduce deceptive or misleading interpretations that arise from small sample sizes. All of these recommendations were considered by the SCDE, and a compromise of reporting and setting performance targets for subgroups with n-sizes of 20 was selected. South Carolina has seen tremendous achievement gaps for specific student groups including pupils in poverty, students with disabilities, and African American students. One way to fully embrace academic improvement for these students earlier in their educational journey is to ensure subgroup performances are reported in elementary schools where smaller student populations have traditionally allowed subgroups of n-size 30 or higher to go unreported.

- d. Describe how the State ensures that the minimum number is sufficient to not reveal any personally identifiable information.²

South Carolina masks all data with subgroups less than 20 and will mask calculations that result in 0 or 100 percent for a subgroup reported in a particular category.

- e. If the State’s minimum number of students for purposes of reporting is lower than the minimum number of students for accountability purposes, provide the State’s minimum number of students for purposes of reporting.

South Carolina will use the same minimum number of students for accountability and reporting.

iii. Establishment of Long-Term Goals (*ESEA section 1111(c)(4)(A)*):

South Carolina Goal-Setting Definitions & Methodology

Long term goals: Baselines for the new multi-metric *South Carolina Succeeds* accountability model will be set from the results of the 2017 interim report card. Therefore, subsequent movement towards state and federal long-term goals will be monitored from 2018–2035. Students born in 2017–18 will graduate in 2035. Stakeholder feedback from the State

² Consistent with ESEA section 1111(i), information collected or disseminated under ESEA section 1111 shall be collected and disseminated in a manner that protects the privacy of individuals consistent with section 444 of the General Education Provisions Act (20 U.S.C. 1232g, commonly known as the “Family Educational Rights and Privacy Act of 1974”). When selecting a minimum n-size for reporting, States should consult the Institute for Education Sciences report “Best Practices for Determining Subgroup Size in Accountability Systems While Protecting Personally Identifiable Student Information” to identify appropriate statistical disclosure limitation strategies for protecting student privacy.

Board of Education, Education Oversight Committee, South Carolina Association of School Administrators, Palmetto Teachers Association, SC Teachers Association, SC Urban League and others agreed that this timespan represents a generational approach to the transformational goals South Carolina has set for its education system.

Mid-point benchmarks: State objectives will be set towards a mid-term benchmark in 2026 which outlines for the state, districts, and schools a half-way point or 50 percent improvement in identified areas of achievement, graduation, and English proficiency for ALL students and for individual subgroups. The interim target methodology allows for each organizational level (state, district, school) to establish a 2017 baseline that is unique to each entity and to develop improvement targets from its unique starting point to the 2026 mid-point benchmark.

Interim targets: From the 2017 baseline, South Carolina will set six three-year interim targets that outline the improvement the state, districts, and schools need to make toward the 2035 long-range goals. To allow for strategic school improvement efforts and sustained interventions, ambitious interim targets will be set on a three-year cycle to reflect expected outcomes by the 2020, 2023, 2026 (mid-point), 2029, 2032, and 2035 school years respectively. Results for each ESSA sub-goal will be reported annually alongside the three-year interim target for that sub-goal for ALL students and for individual subgroups so that stakeholders may see the current performance and the interim target for the school, district, or state. This model will provide a structure of continuous improvement for district strategic plans and for school renewal plans and will promote a multi-year approach to improvement efforts. The model will also provide a common process for setting improvement targets for all districts and schools.

South Carolina Transformational Goals and Benchmarks

To meet the profile of the South Carolina Graduate, South Carolina will set two overarching long term goals and report on the progress of key indicators along the continuum of a student's journey through the system from birth through career.

Goal One

By 2035, 90 percent of students will graduate “college, career, and citizenship ready” as outlined in the *Profile of the South Carolina Graduate*.

Goal Two

Beginning with the graduating class of 2020, the state, each district, and each high school in South Carolina should increase annually by 5 percent, the percentage of students who graduate ready to enter postsecondary education to pursue a degree or national industry credential without the need for remediation in mathematics or English.

Statewide Leading Metrics

Post-Secondary

Percentage of graduates earning a living wage 5 years after graduating

Post-Secondary

Percentage of South Carolinians with a post-secondary degree

Post-Secondary

Percentage of freshman in credit-bearing courses

High School

Percentage of students graduating in four years college and career ready

Kindergarten–Grade 8

Percentage of 3rd, 5th and 8th graders Meeting or Exceeding Expectations on ELA and mathematics

Birth–Age 4

Percentage of kindergarten students who enter ready to learn

- a. Academic Achievement. (ESEA section 1111(c)(4)(A)(i)(I)(aa))
1. Describe the long-term goals for improved academic achievement, as measured by proficiency on the annual statewide reading/language arts and mathematics assessments, for all students and for each subgroup of students, including: (i) baseline data; (ii) the timeline for meeting the long-term goals, for which the term must be the same multi-year length of time for all students and for each subgroup of students in the State; and (iii) how the long-term goals are ambitious.

Background:

In 2018, South Carolina will be fully transitioned from prior assessments that were reported at five performance levels in grades 3-8 ELA, math, science and social studies to new assessments reported at four performance levels in these subjects. The cut scores that mark the four performance levels are rigorous college and career ready achievement standards. High school End of Course Examination Programs (EOCEP) will continue to be reported at five levels; however, the same college and career ready achievement levels were applied to English 1, Algebra 1, Biology 1, and U.S. History. For the purposes of goal setting, the chart below outlines levels that South Carolina will use to monitor and report performance. The chart also bridges the former five levels with the current four levels.

Test Score Levels – EOCEPs, SCPASS, SC READY, and SC-ALT

	High School EOCEPs	Elementary/Middle SCPASS Levels	Elementary/Middle SC READY Levels	Elementary/Middle SC-ALT Levels
	ELA, Math Science, Social Studies	Science and Social Studies	English and mathematics	English and mathematics
Level 1	F	Not Met 1	Does Not Meet	Emerging
Level 2 →	D	Not Met 2	Approaches	Foundational
Level 3 →	C	Met	Meets	Increasing
Level 4	B	Exemplary 4	Exceeds	Applied
Level 5	A	Exemplary 5		

Rationale:

Students scoring at Level 1 on state assessments are in the lowest performance category. These students are not on a trajectory for college or career readiness. One key focus for South Carolina is to reduce the number of students scoring in the bottom performance levels on summative tests. Therefore, movement to Level 2 or higher will be reported in the state's goals.

Students scoring at Level 3 on state assessments are meeting the rigorous college and career grade level standards. Therefore, South Carolina will also place significant emphasis on increasing the number of students who score Level 3 or higher on summative tests.

ESSA Achievement Sub-Goal: By 2035,

- 90 percent of students will score at Level 2 or higher in ELA and mathematics

Strategic Interim target: From the 2017 baseline, reduce by 50 percent the number of students scoring Level 1 by 2026.

- 70 percent of students will score at Level 3 or higher in ELA and mathematics

Strategic Interim Target: From the 2017 baseline, reduce by 50 percent the number of students scoring below Level 3 by 2026.

See Appendix D for grade level achievement breakdown.

2. Provide the measurements of interim progress toward meeting the long-term goals for academic achievement in Appendix D.

Example: Achievement –90% of students will score at level 2 or higher

<u>Target Area</u>	<u>2017</u>	<u>2035 Goal</u>	<u>Distance</u>	<u>2026 Target</u>	<u>Interim Improvement Target</u>
Grades 3–5	70%	90%	20 pts	10 pts (80%)	Y3 Target (2020) = 73.3% Y6 Target (2023) = 76.6% Midpoint (2026) = 80.0%

3. Describe how the long-term goals and measurements of interim progress toward the long-term goals for academic achievement take into account the improvement necessary to make significant progress in closing statewide proficiency gaps.

South Carolina has set very rigorous college/career achievement standards on all state summative assessments. The state will measure all students and each subgroup using a common target methodology. Each subgroup will document the achievement baseline in 2017. Each subgroup will seek to reduce the percentage of students not at Level 2 (Approaches Expectations) and not at Level 3 (Meets Expectations) by 50 percent at the 2026 midpoint. Holding all subgroups to the same improvement percentage as ALL students will help South Carolina make significant progress in reducing its achievement gaps with historically underperforming students. The subgroups reported will be economically disadvantaged, African American, native American, Hispanic, Asian Pacific, White, English learners, and students with disabilities.

b. Graduation Rate. (ESEA section 1111(c)(4)(A)(i)(I)(bb))

1. Describe the long-term goals for the four-year adjusted cohort graduation rate for all students and for each subgroup of students, including: (i) baseline data; (ii) the timeline for meeting the long-term goals, for which the term must be the same multi-

year length of time for all students and for each subgroup of students in the State; and (iii) how the long-term goals are ambitious.

Background:

South Carolina has seen steady improvements in graduation rates for the last five years. However, graduation for students with disabilities, American Indian students and English learners has lagged other subgroups. A baseline on the new multi-metric accountability model for South Carolina will be set and reported beginning with the November 2017, report card. For South Carolina to meet its transformational goal of 90 percent of students to graduate college, career, and citizenship ready as outlined in the Profile of the South Carolina Graduate, the state must set rigorous graduation targets for all subgroups.

ESSA Graduation Rate Sub-Goal: By 2035,

- 90 percent of students will graduate in four years based on South Carolina's four-year adjusted cohort model.

Strategic interim target: From the 2017 baseline, reduce by 50 percent the number of students who do not graduate in four years by 2026.

Schools or districts with graduation rates above the 90 percent state goal must set a more ambitious graduation target (e.g. 95 percent goal). Graduation rate results will be reported for ALL students and subgroups annually alongside the three-year interim target so that stakeholders may see the current performance and the interim target for the state, district, or school. This model will provide a consistent structure of continuous improvement for district strategic plans and school renewal plans, which take a multi-year approach to improvement.

2. If applicable, describe the long-term goals for each extended-year adjusted cohort graduation rate, including (i) baseline data; (ii) the timeline for meeting the long-term goals, for which the term must be the same multi-year length of time for all students and for each subgroup of students in the State; (iii) how the long-term goals are ambitious; and (iv) how the long-term goals are more rigorous than the long-term goal set for the four-year adjusted cohort graduation rate.

South Carolina will not report or count an extended graduation rate.

3. Provide the measurements of interim progress toward the long-term goals for the four-year adjusted cohort graduation rate and any extended-year adjusted cohort graduation rate in Appendix A.

This Appendix is referenced as Appendix D in the appendices.

Example: Graduation Rate – 90% of students will graduate in four years.

<u>Target Area</u>	<u>% 4yr Graduate</u>	<u>2035 Goal</u>	<u>Distance</u>	<u>2026 Target</u>	<u>Interim Improvement</u>
Grad Rate	80%	90%	10 pts	5 pts (85%)	Y3 Target (2020) = 81.6% 6 Target (2023) = 83.3% Mid-point (2026) = 85.0%

4. Describe how the long-term goals and measurements of interim progress for the four-year adjusted cohort graduation rate and any extended-year adjusted cohort graduation rate take into account the improvement necessary to make significant progress in closing statewide graduation rate gaps.

South Carolina will measure all students and each subgroup using a common target methodology. Each subgroup will document the graduation rate baseline in 2017. Each subgroup will seek to reduce the percentage of students not graduating within four years by 50 percent at the 2026 midpoint. Holding all subgroups to the same improvement percentage as ALL students will help South Carolina make significant progress in reducing its achievement gaps with historically underperforming students. The subgroups reported will be economically disadvantaged, African American, Asian Pacific, White, native American, Hispanic, English learners, and students with disabilities.

- c. English Language Proficiency. (*ESEA section 1111(c)(4)(A)(ii)*)
 1. Describe the long-term goals for English learners for increases in the percentage of such students making progress in achieving English language proficiency, as measured by the statewide English language proficiency assessment including: (i) baseline data; (ii) the State-determined timeline for such students to achieve English language proficiency; and (iii) how the long-term goals are ambitious.

English Language Progress to Proficiency Sub-Goals: By 2035,

- 70 percent of EL students will meet or exceed individual growth targets on ACCESS assessment annually.
*To track EL progress toward the long term goal, South Carolina will establish a growth target based on initial performance in 2017. Progress toward the goal will be measured annually by increasing the percentage of students who met or exceed the 2017 baseline growth target.

Strategic interim target: From 2017 baseline, reduce by 50 percent, the percentage of students not meeting annual growth by 2026.

- 70 percent of English learners will earn a composite score of 4.8 within five years (with no sub-domain less than 4.0) if

the student’s initial proficiency was a 3.0 or higher or within seven years if the student’s initial proficiency was below 3.0.

Strategic interim target: By 2017 baseline, reduce by 50 percent the percentage of eligible EL students who do not meet proficiency targets by 2026.

See Appendix D for ELP progress baselines and proficiency baselines.

2. Provide the measurements of interim progress toward the long-term goal for increases in the percentage of English learners making progress in achieving English language proficiency in Appendix A.

This Appendix is referenced as Appendix D in the appendices.

Example: English language progress – 70% of EL students will meet annual growth target.

<u>Target Area</u>	<u>% Growth</u>	<u>2035 Goal</u>	<u>Distance</u>	<u>2026 Target</u>	<u>Interim Improvement</u>
Progress	38%	70%	32 pts	16 pts	Y3 Target (2020) = 43.3% Y6 Target (2023) = 48.6% Mid-point (2026) = 54%

Example: English language proficiency – 70% of EL students will achieve on time proficiency.

<u>Target Area</u>	<u>% Growth</u>	<u>2035 Goal</u>	<u>Distance</u>	<u>2026 Target</u>	<u>Interim Improvement</u>
Proficiency	46%	70%	24 pts	12 pts	Y3 Target (2020) = 50.0% Y6 Target (2023) = 54.0% Mid-point (2026) = 58.0%

iv. Indicators (ESEA section 1111(c)(4)(B))

- a. Academic Achievement Indicator. Describe the Academic Achievement indicator, including a description of how the indicator (i) is based on the long-term goals; (ii) is measured by proficiency on the annual Statewide reading/language arts and mathematics assessments; (iii) annually measures academic achievement for all students and separately for each subgroup of students; and (iv) at the State’s discretion, for each public high school in the State, includes a measure of student growth, as measured by the annual Statewide reading/language arts and mathematics assessments.

Background of Assessment for Achievement Metric

Accountability Indicator <i>-At what levels will the indicator be applied?</i>	Accountability Measure <i>-How will the measure assist with meaningful differentiation?</i>	Assessment Description in the Accountability Measure <i>-What are the measures used? -Are the measures valid, reliable, and comparable? -Are they based on research to positively impact student learning, graduation, and/or college/career readiness?</i>
i. Academic Achievement Elementary Middle	The achievement measure aggregates the number of students who score at Levels 1–4 on	State summative assessments measure South Carolina college and career ready standards as certified by all institutions of higher education in the State. <u>Validity, reliability, comparability, research-based</u> – The state ensures that summative assessments measure the South

Accountability Indicator <i>-At what levels will the indicator be applied?</i>	Accountability Measure <i>-How will the measure assist with meaningful differentiation?</i>	Assessment Description in the Accountability Measure <i>-What are the measures used?</i> <i>-Are the measures valid, reliable, and comparable?</i> <i>-Are they based on research to positively impact student learning, graduation, and/or college/career readiness?</i>
High District State	<p>state summative assessments in ELA and mathematics for Grades 3-8 and Levels 1-5 on English 1 and Algebra 1 End-of-Course Examinations in grades 9-12.</p> <p>*Note: A tiered point system will be used to meaningfully differentiate school performance in achievement. Reference Table 1 and Table 2 below</p>	<p>Carolina college-and-career-ready standards. Testing contractors and SCDE curriculum experts review and edit the items to ensure that each item is aligned to the state's standards and is developmentally appropriate for the grade level. A content review committee, consisting of South Carolina school and district staff with expertise in the content area and in the grade level for each set of items, compares the items to the standards to check for alignment and grade level appropriateness. Items are edited or discarded as recommended. In addition, a bias review committee reviews the items to ensure each item does not contain anything that would result in bias or would be offensive to any segment of the population. The committee consists of members from a more general population (e.g., members of subgroups, social workers) and school or district staff whose jobs require knowledge of and sensitivity to subgroups (e.g., school counselors).</p> <p>South Carolina ensures content validity through the item development process used by the SCDE and contractors. An independent alignment study of the 2017 test forms will be conducted by another state agency and will provide further evidence regarding content validity. The South Carolina Technical Advisory Committee has recommended a value of 0.85 as the minimally acceptable degree of reliability for statewide tests. Preliminary analyses of test score reliability from the spring 2016 administration show internal consistency reliabilities that met or exceeded this recommendation for all grades and subjects. Scaling based in Item Response Theory (IRT) is used to place all items on a common scale or metric. Thus, even though forms contain different items from year-to-year, the scaling process provides scores that are comparable.</p> <p>South Carolina follows the well-established and nationally recognized process of setting standards called Bookmarking. In the Bookmarking process, performance levels are based upon written descriptions of expectations of student achievement called Performance Level Descriptors (PLDs). For each program, initial draft PLDs are written by the contractor and SCDE staff. A committee of district and school staff who are experts in the subject matter at the appropriate grade level review and edit or rewrite the PLDs, as needed. For continuity, some of members of the PLD writing committee also serve on the Standard Setting committee.</p> <p>Standard-Setting Committees consist of groups of school and district staff with expertise in the content area and grade level for the cut scores being recommended. The Standard Setting committee members are trained on the bookmarking process and then follow this process through three rounds of review (reviewing the booklets, placing a bookmark between two items to indicate a recommended cut score). Committee members are provided with impact data before the third and final round. Committees produce recommended cut scores for each subject and grade performance level. The contractor also computes standard errors</p>

Accountability Indicator <i>-At what levels will the indicator be applied?</i>	Accountability Measure <i>-How will the measure assist with meaningful differentiation?</i>	Assessment Description in the Accountability Measure <i>-What are the measures used?</i> <i>-Are the measures valid, reliable, and comparable?</i> <i>-Are they based on research to positively impact student learning, graduation, and/or college/career readiness?</i>
	Programs (EOCEP): English 1 Algebra 1 Biology 1 US History	<p><u>Level 2 – Minimally Meets Expectations:</u> The student minimally meets expectations of the course standards (Letter Grade = D).</p> <p><u>Level 3 – Meets Expectations:</u> The student meets expectations of the course content standards (Letter Grades = B or C).</p> <p><u>Level 4 – Exceeds Expectations:</u> The student exceeds expectations of the course content standards (Letter Grade = A).</p>

Accountability Calculation: Achievement Indicator

- i. The Academic Achievement Indicator is aligned with South Carolina’s long term goals to move student achievement out of the bottom performance level (level 1) where students have few opportunities for college and career success and into higher performance levels (level 3 and higher) where they are demonstrating a trajectory of post-secondary readiness.
- ii. The achievement indicator measures the continuum of student proficiency on state summative assessments annually for all students and for all subgroups. The percentage of students at each performance level on state assessments will be reported annually for all students and for all subgroups. The subgroups reported on annual summative assessments will be economically disadvantaged, non-economically disadvantaged, African American, Asian Pacific, White, native American, Hispanic, English learners, students with disabilities, students without disabilities, males, females, migrant, military-connected, foster, and homeless.
- iii. How Points are Earned: An Achievement index rating will be generated by assigning points to each student’s level score on the state summative tests, with greater points awarded for higher levels of proficiency. See Table 1 (Elementary/Middle) and Table 2 (High School). The students’ points are aggregated across all ELA and math assessments, and the school’s performance is measured as a percentage of the maximum points available across assessments and converting the ratio to an index.

Table 1: Test Score to Points Conversion – SC READY and SC-ALT

Points	SC READY Level	SC-ALT Level
0	Level 1 Does Not Meet	Level 1 Emerging
1	Level 2 Approaches Expectations	Level 2 Foundational
2	Level 3 Meets Expectations	Level 3 Increasing
3	Level 4 Exceeds Expectations	Level 4 Applied
4		

Students included in elementary/middle rating:

1. The assessment of students who were continuously enrolled are included. Students who are enrolled on the 45th day of the school year and on the 160th day of the school year without being withdrawn from enrollment for more than five days during this time are included.
2. Student test scores in ELA and math are included.
3. Students who took alternate assessments are included in ratings.
4. Eligible Non-native English speaking students were exempted from calculation. Note: EL students in their first two years in a U.S. school are assessed in all applicable tested subjects, but removed from the achievement metric (2 years only).
5. Students who should have taken a subject area test, but did not, are assigned 0 points for that test and included in the denominator.
6. Students who take a high school end-of-course assessment in middle school will not be included in the academic achievement rating at the middle school for those assessments. Advanced students will take SC READY and EOCEP. However, the school report card may include the end-of-course assessment results for middle school students who took an end-of-course assessment.

Table 2: Test Score to Points Conversion End-of-Course Examination Program (English 1 and Algebra 1)

Points Earned	End-of-Course Grades
4	A
3	B
2	C
1	D
0	F

Students included in the high school rating:

1. The high school achievement metric will report results based on the 4-year graduation cohort.

2. All student test scores on EOCEP Algebra 1 and English 1 from the South Carolina school where assessments were administered.
3. Student test scores that are the highest EOCEP in each subject area.
4. Students who should have taken a South Carolina EOCEP, but did not are assigned 0 points for the missing test(s) and are included in the denominator.

Achievement Indicator Points: Elementary and Middle

Total Available Points:

With ELP: 35 *Schools that have an ELP indicator
 Without ELP: 40 *Schools that do not have an ELP indicator

Steps to calculate the Academic Achievement rating:

1. For each student/test combination, points are awarded using Table 1 (*see above*).
2. For each student/test combination, a maximum number of possible points are also assigned (3 for any SC READY test).
3. The sum of the points awarded is obtained by summing across students and tests.
4. The sum of the possible points is obtained by summing across students and tests.
5. The percentage of possible points earned is obtained by dividing the total obtained in (3) by the total obtained in (4).
6. The points on the 40-points scale are obtained by multiplying the percentage of points obtained in (5) by 40, which is then rounded to tenths place (e.g., 23.7).
7. Finally, the points on the 35-points scale are obtained by multiplying the percentage of points obtained in (5) by 35, and rounding the result to tenths place.

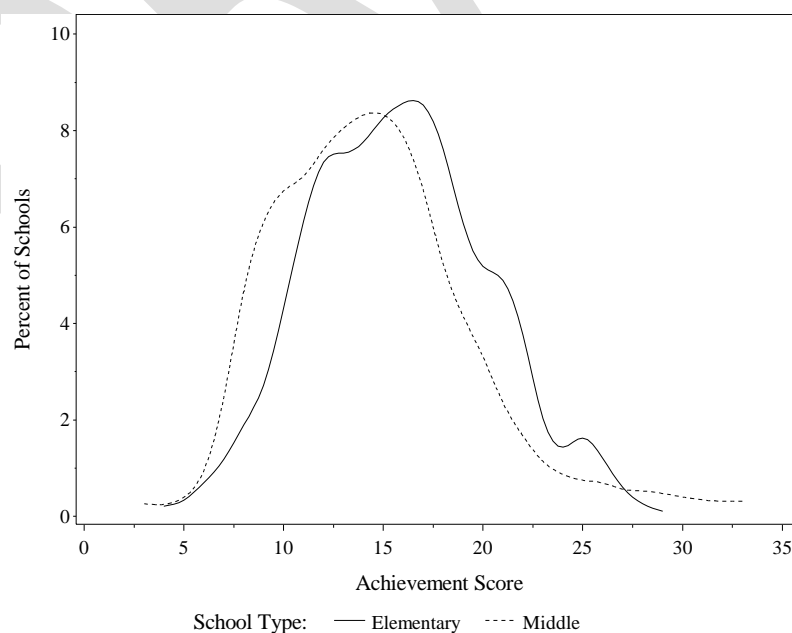
The results of converting student assessment results into a school rating using the assessments administered in grades 3–8 in school year 2015–16 are noted below. Based on the 35-point scale, the mean or average points earned by an elementary or middle school was 15.3.

Table 3: Achievement Scores on 35-point and 40-point Scales

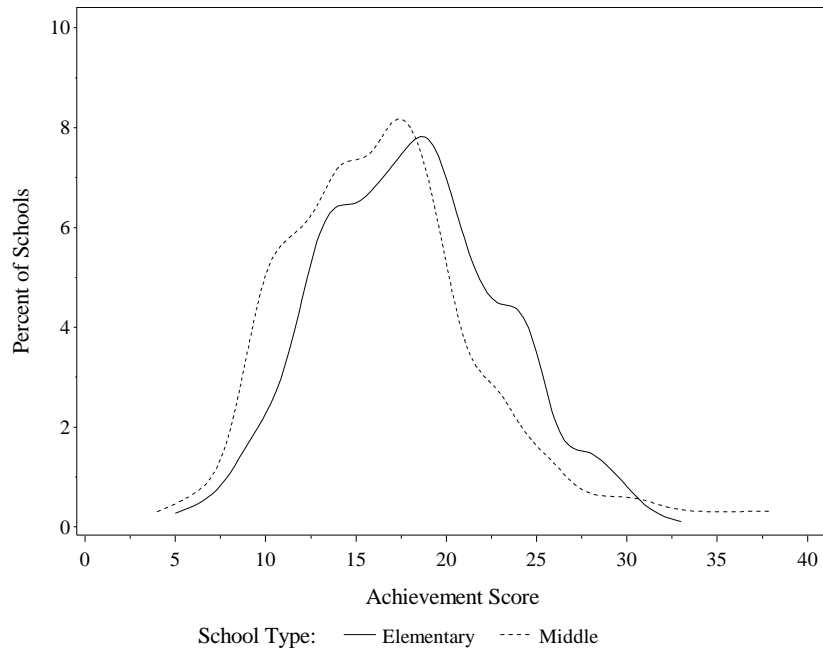
Result	Mean	Standard Deviation	Minimum	Maximum
	All Schools (N=975) – includes duplicate Elementary and Middle			
Step 2: Percent of possible points	43.6	13.2	0.0	94.5
Step 6: Points on the 35-point scale	15.3	4.6	3.3	33.1
Step 7: Points on the 40-point scale	17.5	5.2	3.8	37.8
Elementary Schools (N=661)				
Step 2: Percent of possible points	44.9	12.9	5.6	83.2
Step 6: Points on the 35-point scale	15.8	4.5	4.0	29.1
Step 7: Points on the 40-point scale	18.0	5.1	4.6	33.3
Middle Schools (N=314)				
Step 2: Percent of possible points	40.9	13.5	0.0	94.5
Step 6: Points on the 35-point scale	14.4	4.6	3.3	33.1
Step 7: Points on the 40-point scale	16.4	5.3	3.8	37.8

The distribution of achievement scores on the 35-point and the 40-point scales are presented below. The distributions on these scales have the same shape, only the horizontal (x) axis values will change.

Achievement Scores on the 35-point scale.



Achievement Scores on the 40-point scale.



Achievement Indicator Points: High School

Total Available Points:

With ELP: 30

*Schools with an ELP indicator

Without ELP: 35

*Schools without an ELP indicator

Steps to calculate Academic Achievement Rating:

1. For each student/test combination, points are awarded using Table 2 listed above.
2. For each student/test combination, a maximum number of 4 possible points is assigned.
3. The sum of the points awarded is obtained by summing across students and tests.
4. The percentage of possible points earned is obtained by dividing the total obtained in (3) by the total obtained in (4).
5. The points on the 30-point scale are obtained by multiplying the percentage of points obtained in (5) by 30 and rounding to tenths place (e.g. 23.7).
6. The points on the 35-point scale are obtained by multiplying the percentage of points obtained in (5) by 35 and rounding the results to the tenths place.

Table 4: High School Summary Statistics on 100 point scale and transformed to 30 and 35 point scales

EOCEP Score Scale	Mean	Standard Deviation	Minimum	Maximum
	All High Schools (N=232)			
Percent of Total Points	0.46	0.14	0.13	0.98
30 Point	13.7	4.2	4.0	29.3
35 Point	16.0	4.9	4.6	34.2

*Note: Data includes all high schools (N = 236)

Achievement Indicator Summative Rating: Elementary/Middle

Achievement Summative Ratings will be reported in five categories: Excellent, Good, Average, Below Average, and Unsatisfactory.

Ratings were developed two ways as follows:

1. With a common range of scores for elementary and middle schools, and
2. With ranges of scores unique to elementary and middle schools.

Because both the school scores on the 35-point scale and the cut-points that separate each rating category on the 35-point scale can be obtained from the corresponding values on the 40-point scale by multiplying using the same ratio (35/40), schools will have the same rating regardless of whether their score is expressed on the 35-point or the 40-point scale.

The target percentage is based upon two factors:

1. The percentage of schools by absolute rating from 2002 to 2006. This is the time period of the state accountability system that had the most consistent ratings; and
2. The ESSA requirement that the bottom 5 percent of schools be identified for intervention.

Table 5: Ratings using separate ranges of scores for elementary schools.

Rating	Target %	Range of Scores*		Percent of Schools
		35-point	40-point	
Excellent	15	20.83-35	23.80-40	15.0
Good	25	16.80-20.82	19.20-23.79	25.1
Average	40	11.78-16.79	13.46-19.19	39.9
Below Average	15	8.55-11.77	9.77-13.45	15.0
Unsatisfactory	5	0-8.54	0-9.76	5.0

Table 6: Ratings using separate ranges of scores for middle schools.

Rating	Target %	Range of Scores*		Percent of Schools
		35-point	40-point	
Excellent	15	18.97-35	21.68-40	15.3
Good	25	15.16-18.96	17.32-21.67	24.8
Average	40	10.35-15.15	11.83-17.31	39.8
Below Average	15	7.78-10.34	8.89-11.82	15.0
Unsatisfactory	5	0-7.77	0-8.88	5.1

Table 7: Summary Ratings for Elementary and Middle Schools with ranges of scores unique to school type.

Rating	Target %	School Type*		All Schools
		Elementary	Middle	
Excellent	15	15.0	15.3	15.1
Good	25	25.1	24.8	25.0
Average	40	39.9	39.8	39.9
Below Average	15	15.0	15.0	15.0
Unsatisfactory	5	5.0	5.1	5.0

**Note: For accountability purposes, South Carolina will use ranges of scores unique to an elementary school and to a middle school and the target percentages for ratings as defined above in Table 7.*

Achievement Indicator Summative Rating: High School

Achievement Summative Ratings will be reported in five categories: Excellent, Good, Average, Below Average, and Unsatisfactory.

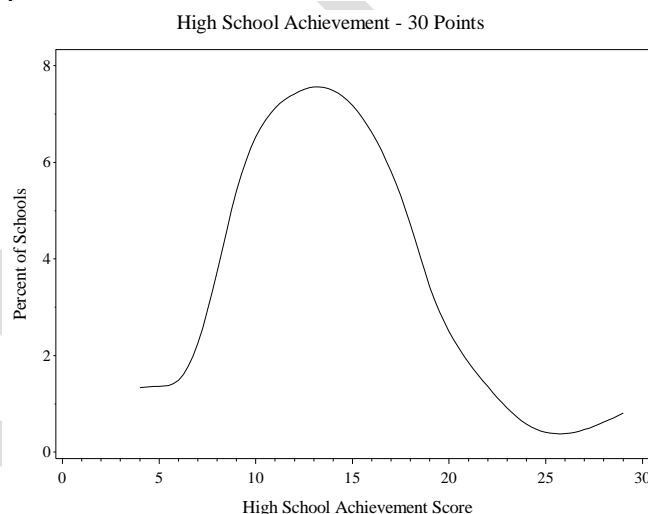
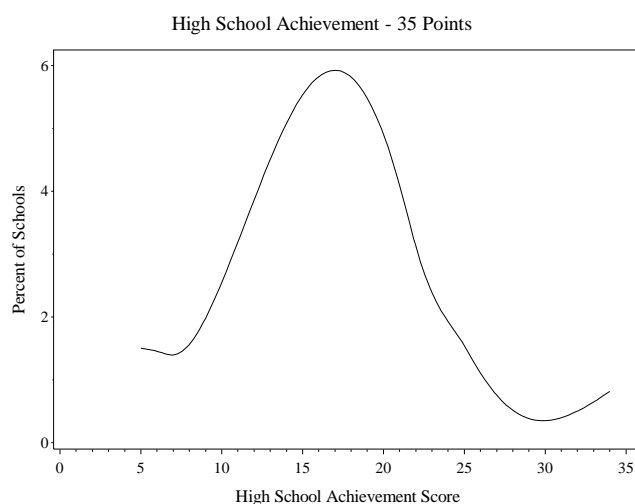
Table 8: Ranges of Scores and Percent of High Schools receiving each rating.

*Target matches graduation rate percentages

Rating	Target	Range of Scores*		Percent of Schools
		30-point	35-point	
Excellent	25	16.03-30	18.70-35	25.0
Good	30	13.79-16.02	16.09-18.67	25.0
Average	25	10.54-13.78	12.30-16.08	27.2
Below Average	15	7.05-10.53	8.23-12.29	17.2
Unsatisfactory	5	0-7.04	0-8.22	5.6

**Note: If a school tests less than 95 percent of eligible students, then the school cannot receive the highest rating in Achievement and instead will be reduced by one rating level. Schools that persistently test less than 95 percent of eligible students must also submit a plan to the SCDE outlining how the school will increase the percentage of students tested.*

Below is the High School Achievement on the 35-point scale. The scores range from 4.6 to 34.2 with a mean of 16.0, which is only slightly above the half-way point on a 35-point scale. There is no skewness that would indicate that schools will be advantaged or disadvantaged using this measure.



- b. Indicator for Public Elementary and Secondary Schools that are Not High Schools (Other Academic Indicator). Describe the Other Academic indicator, including how it annually measures the performance for all students and separately for each subgroup of students. If the Other Academic indicator is not a measure of student growth, the description must include a demonstration that the indicator is a valid and reliable statewide academic indicator that allows for meaningful differentiation in school performance.

Academic Progress/Growth

Description

South Carolina will include a measure of Academic Progress/Growth for grades 3-8 in English language arts and mathematics. Annually from Education Value-added Assessment System (EVAAS), schools receive a Growth Measure (measure of student progress) during the

reported year. The growth measure describes the amount of progress made by a group of students from one point in time to the next. The growth measure is reported in scale scores, depending on the test. At the school level, the growth measure is a measure of progress relative to the growth of students in the average school in the state, called the growth standard. A positive growth measure indicates that students grew more than the average school statewide. A negative growth measures indicates that students did not grow as much as the average school statewide.

The growth measure is reported with its standard error, which describes the uncertainty aground the growth measure and can be used as a measure of the evidence that the growth measure is significantly different from the growth standard.

The subgroups reported will be economically disadvantaged, African American, Asian Pacific, White, native American, Hispanic, English learners, and students with disabilities.

Background on EVASS (value-added) Growth Measures

Accountability Indicator <i>-At what levels will the indicator be applied?</i>	Accountability Measure <i>-How will the measure assist with meaningful differentiation?</i>	Assessment Description in the Accountability Measure <i>-What are the measures used? -Are the measures valid, reliable, and comparable? -Are they based on research to positively impact student learning, graduation, and/or college/career readiness?</i>
Academic Progress Elementary Middle District State	<p>The growth metric will measure growth annually in ELA and mathematics on SC READY in grades 4-8.</p> <p>Note: A value-added model will be used to document growth differences between schools and between high- and low-achieving students to meaningfully differentiate school performance.</p> <p>50% of the growth points will be awarded for the progress of All</p>	<p>For the first time in accountability, South Carolina will use a value-added system to measure growth. Value- added measures use advanced methodology through Education Value-added Assessment System (EVAAS) initially formulated by William Sanders and further developed by Sanders and colleagues at SAS Institute, Inc. These procedures, while computationally complex, have a substantial body of empirical testing in research literature to support them. Value-added modeling is a statistical analysis used to measure the academic growth rates of groups of students from year-to-year using the Multivariate Response Model (MRM) to measure overall school growth and growth of the lowest 20% of students. MRM is an analysis for tests that are given in consecutive years. MRM measures growth between two points in time for a group of students. MRM answers the question: Did a group of students maintain the same relative position with respect to statewide student achievement from one year to the next for a specific subject and grade?</p> <p>The expectation of progress is based upon how the individual students within the group performed, on average, compared to other students just like them across the state. A value-added model then compares the group's actual progress to the expectation of progress and uses statistical precision to determine whether there is evidence that the group made more than, less than, or about the same progress as expected.</p> <p>Half of the growth points in the accountability model will come from growth demonstrated in mathematics and ELA in grades 4-8 for All Students. The other half of growth points in the accountability model will come from growth demonstrated by the</p>

<p>Students and 50% will be awarded for the progress of the bottom quintile.</p>	<p>bottom quintile. Currently, South Carolina students scoring in the bottom quintile are significantly behind their grade level peers and are not on a trajectory for college/career readiness. The growth model will incentivize growth for the lowest performing students.</p> <p><u>Validity, reliability, comparability research-based –</u></p> <p>The only assessments administered in consecutive years are the SC READY assessments in English language arts and mathematics. Student progress at the school level and for the lowest performing 20% of students will measure only student growth in English language arts and mathematics.</p> <p>All students are included in the analyses if they have scores that can be used. There must be at least six students who are associated with the school in subject/grade/year. The association could mean they were tested at the school or at the district level.</p> <p>For school year 2017–18, schools also receive predicted growth measures for subject areas that are not assessed in consecutive years, i.e. science and social studies, using Univariate Response Model (URM). URM is an analysis for tests that are not given for consecutive requires. URM is a modeling approach that is a regression-based model that measures the difference between students’ predicted scores for a particular subject/year with their observed scores. The growth expectation is met when students in a school made the same amount of progress as students in the average school for that same year/subject/grade. For 2017–18, the predicted growth measures will be provided to schools but not reported on the school report card.</p> <p>The Education Oversight Committee (EOC) was a key stakeholder in developing South Carolina’s growth metric. The EOC staff analyzed school growth ratings from South Carolina’s previous report cards from 2002 until 2014. The following table documents the percentage of schools identified by specific growth rankings across the years. The distribution is not consistent across years or even spans of time. Based upon the historical data below, the EOC recommended South Carolina use a percentile raking of growth, which categorizes schools into quintiles to meaningfully differentiate schools.</p> <table><tr><th>Rating</th><th>% of Schools</th></tr><tr><td>Excellent</td><td>10.93%</td></tr><tr><td>Good</td><td>18.15%</td></tr><tr><td>Average</td><td>27.24%</td></tr><tr><td>Below Average</td><td>20.76%</td></tr><tr><td>Unsatisfactory/At-Risk</td><td>22.92%</td></tr></table> <p>As these data indicated that prior school growth results fell predominately into quintiles, the Education Oversight Committee staff is recommending the following initial targets to report growth:</p> <ul style="list-style-type: none">• Excellent: Growth measures that ranked in the highest fifth (81 to 100%) of the distribution• Good: Growth measures that ranked in the second highest fifth (61 to 80%) of the distribution	Rating	% of Schools	Excellent	10.93%	Good	18.15%	Average	27.24%	Below Average	20.76%	Unsatisfactory/At-Risk	22.92%
Rating	% of Schools												
Excellent	10.93%												
Good	18.15%												
Average	27.24%												
Below Average	20.76%												
Unsatisfactory/At-Risk	22.92%												

		<ul style="list-style-type: none"> • Average: Growth measures that ranked in the middle fifth (41 to 60%) of the distribution • Below Average: Growth measures that ranked in the second-lowest fifth (21 to 40%) of the distribution • Unsatisfactory: Growth measures that ranked in the lowest fifth (1 to 20%) of the distribution.
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Students included in the Rating:

1. The assessment of students who were continuously enrolled are included. Students who are enrolled on the 45th day of the school year and on the 160th day of the school year without being withdrawn from enrollment for more than five days during this time are included.
2. Students in the school who have ELA and mathematics scores from the prior year to measure change in performance between two points in time.
3. Students with alternate assessment scores in ELA and mathematics from the prior year to measure change in performance between two points in time.
4. Eligible Non-native English speaking students were exempted from calculation. Note: EL students will not count in growth in year one but will count in year two.
5. Students who should have taken a subject area test, but did not, are assigned 0 points for that test and included in the denominator.

Academic Progress/Growth Indicator Points: Elementary/Middle

Total Available Points:

With ELP: 35 *Schools that have an ELP Indicator

Without ELP: 40 *Schools that do not have an ELP Indicator

How Points are Earned: South Carolina will use a point system that awards points for variations in the growth achieved in ELA and mathematics in elementary schools and middle schools independently. A growth index will be reported for all students and for all required accountability subgroups. For accountability calculations:

- 50 percent of the growth points will come from the growth of ALL students in the school.
- 50 percent of the growth points will come from the growth of the lowest quintile of students in the school.

A key decision point for South Carolina was how to define the bottom quintile. South Carolina explored two options: 1) Use the bottom quintile in the State or 2) Use the bottom quintile in the School. Based on the following analysis, the Education Oversight Committee staff recommended using a growth index that measures student progress of the bottom 20 percent at each school in English language arts and mathematics only. The SCDE supported this recommendation as the results for each method were very consistent; it ensured that all schools in South Carolina were included in the lowest quintile measure, and it

reinforced growth for the lowest achieving students in each school's unique setting (See Table 9 and Table 10 below for a comparison of lowest quintile in the state and lowest quintile in the school).

Table 9: Summary Statistics of Growth Indices by Year and School Type

Growth Index	N	Mean	Std Dev	Minimum	Maximum
2015 - Elementary					
All Students	638	-0.03	3.35	-19.82	9.91
Low 20 - School	642	0.74	1.98	-7.72	7.12
Low 20 – State	636	0.73	2.01	-8.36	7.89
2015 – Middle					
All Students	306	-0.29	4.55	-19.82	11.88
Low 20 - School	312	0.77	2.61	-7.72	8.40
Low 20 – State	307	0.70	2.66	-8.36	8.40
2016 – Elementary					
All Students	638	-0.05	3.26	-13.46	11.61
Low 20 - School	643	-0.26	2.04	-8.63	6.74
Low 20 – State	636	-0.49	2.07	-12.74	5.71
2016 – Middle					
All Students	306	-0.16	4.86	-13.46	17.43
Low 20 - School	316	-1.10	2.79	-11.53	5.70
Low 20 – State	311	-1.42	2.91	-12.74	6.80

Table 10: Correlations among Growth Indices by Year and School Type

Year	School Type	All Students Growth w/ Low 20% School	All Students Growth w/ Low 20% State	Low 20% School w/ Low 20% State
2015	Elementary	.82	.79	.91
2015	Middle	.80	.78	.94
2016	Elementary	.83	.78	.90
2016	Middle	.85	.80	.93

Steps to calculate the Academic Progress/Growth rating:

1. Each growth index (All Students, School Lowest 20 percent) was converted to z-scores within school year and school type. As a result, each measure has a norm-referenced interpretation unique to school year and school type. There will not be any way to make any judgement that growth in 2017 was “better” than growth in 2016, because if all students in the state increased their growth, the average growth index would still be 0.

2. The z-score for all students was averaged with the z-score from the lowest 20 percent by school to create a z-score that is the overall growth measure based on the lowest 20 percent by school.
3. The overall z-score based on the lowest 20 percent by school (from step 2) was then transformed to a 40-point scale with a standard deviation that matches the standard deviation of the achievement scale, hereafter referred to as the Lowest 20 percent by School Progress Indicator.
4. The scores obtained in step 4 were converted to a 35-point scale by multiplying each score by the ratio 35/40.

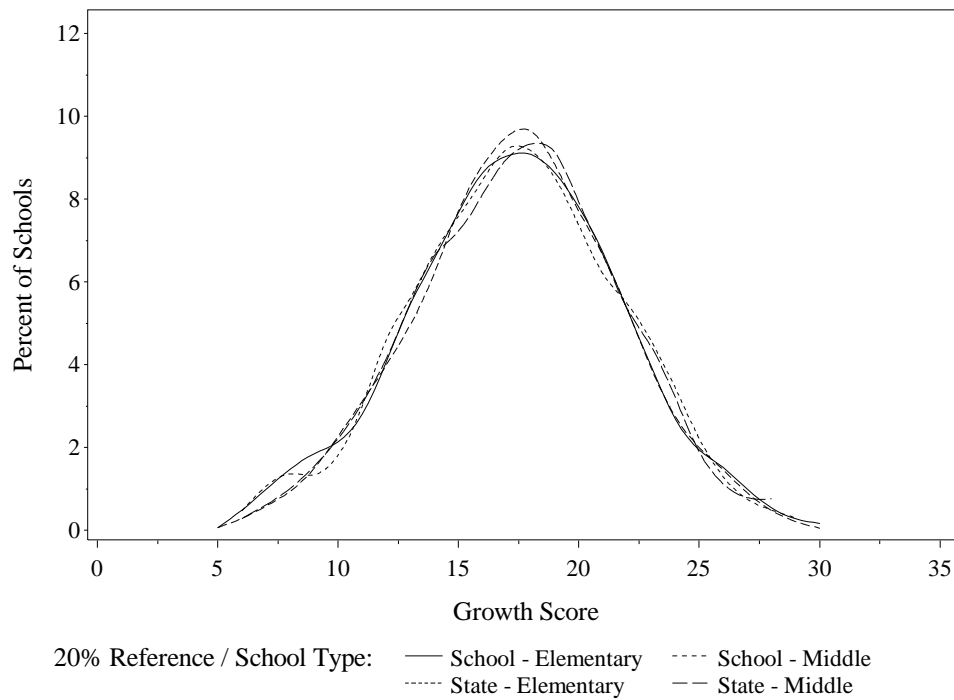
Note: See rationale for using bottom quintile in the school in Table 11 below.

Table 11: Summary Composite Statistics for Academic Progress using the 35-point and 40-point Scale by School Type – 2016 only

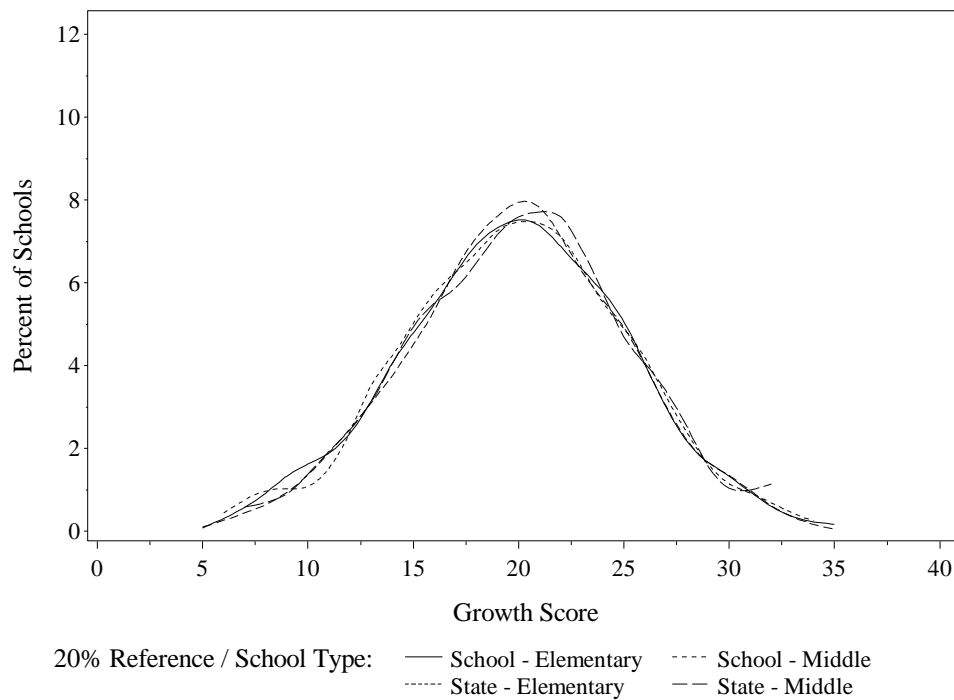
20% Reference - Points	N	Mean	Std Dev	Min	Max
All Schools					
State 20% - 35-point	965	17.5	4.5	3.9	30.7
State 20% - 40-point	965	20.0	5.2	4.5	35.1
School 20% - 35-point	965	17.5	4.6	3.9	30.9
School 20% - 40-point	965	19.9	5.3	4.5	35.3
Elementary					
State 20% - 35-point	648	17.5	4.5	3.9	30.7
State 20% - 40-point	648	20.0	5.2	4.5	35.1
School 20% - 35-point	648	17.4	4.6	3.9	30.9
School 20% - 40-point	648	19.9	5.3	4.5	35.3
Middle					
State 20% - 35-point	317	17.5	4.5	5.7	28.4
State 20% - 40-point	317	20.0	5.2	6.5	32.4
School 20% - 35-point	317	17.5	4.6	5.1	29.5
School 20% - 40-point	317	20.0	5.2	5.9	33.8

Distributions of Progress Scores for Each Combination of School Type and Lowest 20% Reference Group – 2016 data only

Progress Scores - 35 Point Scale



Progress Scores - 40 Point Scale



The summary statistics and the graphs above indicate the same result, which is that for the 40-point scale, the distributions for all groups are very similar. The means and the standard deviations are nearly identical, and visually, all four distributions are not very different from one another. The same occurs for the 35-point scale.

The lowest 20 percent by school indicator was standardized separately for elementary and middle schools and the lowest 20 percent in the state indicator was standardized separately for elementary and middle schools. Data are not presented for 2015 indices, but standardization is also done within each year, so that the same for distributions from 2015 would have very much the same shapes and summary statistics.

Academic Progress/Growth Summative Rating:(Elementary/Middle)

Academic Progress Summative Ratings will be reported on five levels: Excellent, Good, Average, Below Average, and Unsatisfactory.

- **Excellent:** Growth measures that ranked in the highest fifth (81 to 100 percent) of the distribution
- **Good:** Growth measures that ranked in the second highest fifth (61 to 80 percent) of the distribution
- **Average:** Growth measures that ranked in the middle fifth (41 to 60 percent) of the distribution
- **Below Average:** Growth measures that ranked in the second-lowest fifth (21 to 40 percent) of the distribution
- **Unsatisfactory:** Growth measures that ranked in the lowest fifth (1 to 20 percent) of the distribution

Using the point distribution methodology described above for academic progress, Tables 12–15 below indicate the differentiation among elementary and middle schools respectively.

Table 12: Ranges of Points (40-pt Scale) for Each Rating and Percent of Elementary Schools with Each Rating

School Rating	School		State	
	Range of Scores	Percent of Schools	Range of Scores	Percent of Schools
Excellent	24.87-40.0	17.0	24.86-40.0	17.1
Good	22.01-24.86	17.9	21.89-24.85	18.1
Average	18.71-22.00	24.4	18.81-21.88	24.4
Below Average	15.43-18.70	20.4	15.51-18.80	20.2
Unsatisfactory	0-15.42	20.4	0-15.50	20.2

*Note: South Carolina will use the bottom quintile of each school indicated by shaded area. Similar distributions will occur on the 35 point scale.

Table 13: Elementary Comparison of Growth Rating Impact Based on Quintile Selection from Lowest Quintile in School vs. Lowest Quintile in State

Difference in Rating	Number	Percent
State higher than School	72	11.1
No Difference	513	78.9
School Higher than State	64	9.9
School Higher than State – 2 levels	1	0.2

Table 14: Ranges of Points (40-pt Scale) for Each Rating and Percent of Middle Schools with Each Rating

School Rating	School		State	
	Range of Scores	Percent of Schools	Range of Scores	Percent of Schools
Excellent	25.21-40	18.0	24.82-40	17.0
Good	21.54-25.20	21.1	21.75-24.81	20.8
Average	19.51-21.53	13.9	19.39-21.74	17.7
Below Average	15.42-19.50	27.8	15.37-19.38	26.2
Unsatisfactory	0-15.41	19.2	0-15.36	18.3

*Note: South Carolina will use the bottom quintile of each school indicated by shaded area. Similar distributions will occur on the 35 point scale.

Table 15: Middle School Comparison of Growth Rating Impact Based on Quintile Selection from Lowest Quintile in School vs. Lowest Quintile in State

Difference in Rating	Number	Percent
State higher than School	1	0.3
No Difference	30	9.4
School Higher than State	260	81.5
School Higher than State – 2 levels	28	8.8

- c. Graduation Rate. Describe the Graduation Rate indicator, including a description of (i) how the indicator is based on the long-term goals; (ii) how the indicator annually measures graduation rate for all students and separately for each subgroup of students; (iii) how the indicator is based on the four-year adjusted cohort graduation rate; (iv) if the State, at its discretion, also includes one or more extended-year adjusted cohort graduation rates, how the four-year adjusted cohort graduation rate is combined with that rate or rates within the indicator; and (v) if applicable, how the State includes in its four-year adjusted cohort graduation rate and any extended-year adjusted cohort graduation rates

students with the most significant cognitive disabilities assessed using an alternate assessment aligned to alternate academic achievement standards under ESEA section 1111(b)(2)(D) and awarded a State-defined alternate diploma under ESEA section 8101(23) and (25).

Graduation Rate Indicator:

South Carolina will use the 4-year graduation rate cohort model. The state has used both a 4-yr and 5-yr graduation rate in the past, but there was not a statistical difference between the two graduation rates to pursue it in 2018. The school's graduation rate is reported annually and compared to the state's long-term graduation rate goal of 90 percent for all students and subgroups. South Carolina offers one high school diploma that has the same requirements for ALL students. Beginning with the freshman class of 2019, students will be able to select personalized pathways to complete the 24 graduation credits; however, the credits required to reach graduation will remain the same.

The subgroups reported will be economically disadvantaged, African American, Asian Pacific, White, Native American, Hispanic, English learners, students with disabilities, foster, and homeless.

Background for Graduation Rate:

Accountability Indicator <i>-At what levels will the indicator be applied</i>	Accountability Measure <i>-How will the measure assist with meaningful differentiation?</i>	Assessment Description in the Accountability Measure <i>-What are the measures used? -Are the measures valid, reliable, and comparable? -Are they based on research to positively impact student learning, graduation, and/or college/career readiness?</i>
ii. Graduation Rate High District State	<p>The <u>graduation rate</u> measures the aggregate percentage of students who graduate within four years based upon a four-year adjusted cohort methodology.</p> <p>Note: A point system will be used to award points for the percentage of students graduating in four years to meaningfully differentiate school performance. See <i>Section C below</i>.</p>	<p>Graduation rates are calculated based on the number of students who earned a regular high school diploma divided by the total number of students in the cohort. A student is initially added to the four year graduation cohort if he is present on the 45th day of his first year in high school. A NineGR marker is established using the spring semester date of the student's first year of high school enrollment.</p> <p><u>The following rules apply to the cohort:</u> Students may be removed from the cohort for the following reasons: student death, emigration, and properly documented transfer. (2) Students may be added to the cohort when they transfer into a high school from in-state or out of state institutions. (3) Students who meet the state diploma requirements as a result of attending summer school following their senior year will count in the calculation of the on-time graduation rate.</p> <p><u>Validity, reliability, comparability, research-based</u> – The graduation methodology follows USED guidelines to determine the graduation cohort. This method is applied uniformly across the state and has produced reliable results for reporting both the four year and five year graduation rates for the last eight years.</p>

Graduation Rate Points: (High School)

Total Available Points:

With ELP: 25 *Schools that have an ELP indicator

Without ELP: 30 *Schools that do not have an ELP indicator

South Carolina will measure the percentage of students who graduate in four years using the four-year adjusted cohort model and will report result by all students and federally required subgroups.

How Points Earned: Points are earned based on based on converting the four-year graduation rate from the cohort for the current year onto either a 25 or a 30-point scale. A school with a 100 percent on-time graduation rate earns all 25 or 30 points.

To meaningfully differentiate school performance and incentivize improvement towards the state long-range graduation rate goal, South Carolina will set initial cut points for “Excellent” and for “Unsatisfactory” based on the following:

1. The state goal for on-time graduation rates is 90 percent or higher.
2. ESSA requires states to intervene in high schools graduating 67 percent or less of students.

Students Included in the rating:

1. Students whose initial enrollment as a 9th grade student was 3 years prior to the current year.
2. Students who withdraw from high school without earning a diploma and without transferring to another high school that grants diplomas will no longer be counted in the graduation rate.

Steps in Creating Academic Graduation Rating:

1. Obtain the graduation rate for the current cohort based on all students.
2. To obtain the graduation rate on the 30-point scale, multiply the graduation rate in step (1) by 30/100.
3. To obtain the graduation rate on the 25-point scale, multiply the graduation rate in step (1) by 25/100.

Full-Scale Graduation Rates:

1. To obtain a graduation rate that uses as much of a 25-point scale as possible, use the following formula: $(\text{Graduation Rate} - 50)/2$.
2. To obtain a graduation rate that uses as much of a 30-point scale as possible, multiply the full-scale graduation rate in step (4) by 30/25.
3. The number represents the percentage of points earned in the category.
4. Multiply the number by the weight of the category divided by 100.

Table 16 below presents summary statistics of the original graduation rate which is expressed on a 100-point scale. The graduation rates transformed to both a 25 point and 35-point scale are also presented below.

Table 16: Graduation Rate 100 point scale, 25 point scale and 30 point scale (with full scale conversions)

Graduation Rate Scale	Mean	Standard Deviation	Minimum	Maximum
	All High Schools (N=222)			
Common Grad Rate – 100 points	83.4	11.6	19.1	100
Common Grad Rate - 25 Point	20.8	2.9	4.8	25
Common Grad Rate - 30 Point	25.0	3.5	5.7	30
Full Scale – 25 Points	16.9	4.9	0	25
Full Scale – 30 Points	20.3	5.8	0	30

Graduation Rate Summative Rating:

The graduation rate summative rating will be reported on five levels: Excellent, Good, Average, Below Average, and Unsatisfactory.

The ranges of scores that are included for each rating were developed using the following criteria:

1. Schools with a graduation rate of 90 percent or higher, which is the target state goal of the ESSA state plan, as well as an EOC recommended goal for the state.
2. The rounded state average graduation rate (82 percent) will be in the middle of the range of average ratings.
3. Schools with a graduation rate below 70 percent will receive an Unsatisfactory rating.

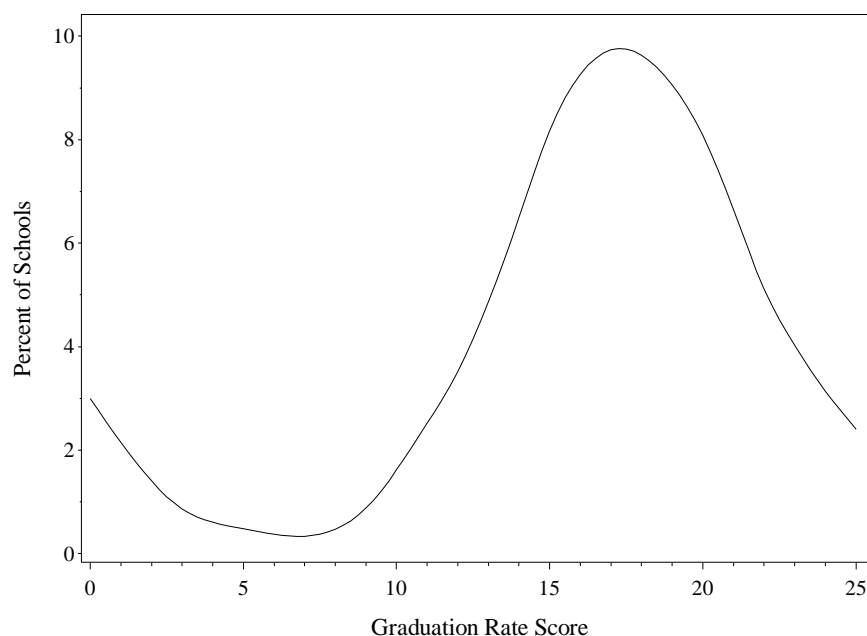
Table 17 below presents an abbreviated table of graduation rates with the cumulative percentage of schools at or below each graduation rate for the highest and lowest graduation percentages associated with each rating.

Note: The target percentage for the Excellent rating is 25 percent because 25 percent of schools have a graduation rate of 90 percent or greater. Similarly, the target percentage is 5 percent for the Unsatisfactory rating because 5 percent of schools have a graduation rate of less than 70 percent. The percentages for the remaining categories may be changed

Table 17: Ranges of Scores and Percent of Schools receiving each rating.

Rating	Target Percentage	Range of Scores*		Percent of Schools
		Full Scale 25-point	Full Scale 30-point	
Excellent Grad Rate>90	25	20.00 – 25.00	24.00 – 30.00	25.2
Good	30	16.89 – 19.97	20.27 – 23.97	30.2
Average	25	14.04 – 16.88	16.85 – 20.26	24.8
Below Average	15	10.01 – 14.03	12.1 – 16.84	14.4
Unsatisfactory (Grad Rate<70)	5	0 – 10.00	0 – 12.00	5.4

Graduation Rate - Full-Scale 25 Points



- d. Progress in Achieving English Language Proficiency (ELP) Indicator
Describe the Progress in Achieving ELP indicator, including the State's definition of ELP, as measured by the State ELP assessment.

English Language Proficiency Indicator

English Proficiency Definition

South Carolina's definition of English proficiency on ACCESS is a 4.8 – Bridging composite score with no sub-score below 4.0 in reading, writing, speaking and listening. The whole number in the composite score indicates the student's language proficiency level based upon the WIDA English Language Development Standards. The decimal indicates the proportion within the proficiency level range that the student's scale score represents, rounded to the nearest tenth. National research indicates that cognitive academic language proficiency in

English typically develops over a five-to-seven-year period. Factors affecting this timeline include time in language instruction programs, grade level, age, Native language proficiency level, or limited or interrupted formal education.

To account for these variables, South Carolina will monitor the attainment of English proficiency by awarding points in the accountability metrics for the percentage of EL students who score a composite 4.8 within five years after initial identification (if the student's initial proficiency level was a 3.0 composite score or higher) or within seven years after initial identification (if the student's initial proficiency level was below a 3.0 composite score).

English Growth/Progress Definition

WIDA draws on multiple theories and approaches in an effort to describe language use in academic contexts. South Carolina has produced a set of Growth Expectations for students dependent on the student's initial proficiency and grade level for the grade spans offered by WIDA assessment. The student's initial score is truncated at the decimal point (e.g. a 2.9 is recorded as a 2, a 3.1 is recorded as a 3). This value is called the incoming "floor." In subsequent years, the student's score is compared to the value determined by the student's incoming floor and the number years in EL program.

If the student's score annually meets or exceeds that expected value, the student has achieved the expected growth for the year. South Carolina will monitor the percentage of all EL students who achieve expected growth annually through the long range goals and interim targets and through the ELP growth points in the accountability metrics.

Background on the ACCESS Assessment

Accountability Indicator <i>-At what levels will the indicator be applied</i>	Accountability Measure <i>-How will the measure assist with meaningful differentiation?</i>	Assessment Description in the Accountability Measure <i>-What are the measures used?</i> <i>-Are the measures valid, reliable, and comparable?</i> <i>-Are they based on research to positively impact student learning, graduation, and/or college/career readiness?</i>
i. Progress in Achieving English Language Proficiency	The ELP measure will document aggregate annual growth in English for English Learners (EL) and proficiency in English within a prescribed period based on the EL student's initial proficiency level.	<p><u>Identification of English Learners (EL)</u> South Carolina administers the World-class Instructional Design and Assessment (WIDA) ACCESS for ELs (English Learners) and the Alternate ACCESS for ELs as its English language proficiency test. All students in South Carolina complete a Home Language Survey upon enrollment. <u>Questions include the following:</u></p> <ol style="list-style-type: none"> 1. What is the primary language used in the home regardless of the language spoken by the student? 2. What is the language spoken by the student? 3. What is the language that the student first acquired? 4. In what language would you prefer to get information from the school? <p><u>EL Students Counted in the English Language Proficiency Metric:</u> A language screener is administered to students who answer one of four</p>
Elementary	100% of points	

<p>Middle High District State</p>	<p>will be awarded for growth using methodology outlined below</p>	<p>questions on the survey with a response other than “English”. WIDA provides an aligned language screener that measures four domains (Speaking, Listening, Reading, and Writing) for students in grades 1-12. A composite score below 4.8 identifies a student as “EL” and qualifies the student for English language services and ACCESS testing. The WIDA screening tool for Kindergarten includes two domains (Speaking and Listening). Students in Kindergarten who score 27 or below are identified as an EL student and qualify for EL services and ACCESS testing. Kindergarten students who score 28 or above are coded as bilingual and are not served as and EL student in the EL program. However, these Kindergarten students are monitored for two years to ensure they do not need EL services.</p>
<p>Middle High District State</p>	<p>50% of points will be awarded for growth using methodology outlined below</p> <p>50% of points will also be awarded for the percentage of students who achieve English proficiency within five years, if the initial language level was 3.0 or higher or within seven years if the initial language level was below 3.0.</p>	<p><u>English Language Proficiency- ACCESS Assessment:</u> The ACCESS language assessment measures overall language proficiency from Kindergarten through Grade 12 on six levels: Level 1 – Entering, Level 2 – Emerging, Level 3 – Developing, Level 4 – Expanding, Level 5 – Bridging, and Level 6 – Reaching. The composite performance level is derived from a weighted average: 15% Listening, 15% Speaking, 35% Reading, and 35% Writing. A composite score of 4.8 (Bridging) is required for a student to be proficient in English, as long as the student has scored no lower than 4 on any sub-domain. Access 2.0 is given in the spring and is required for all EL students beginning in the first year of attendance in any U.S. schools. Kindergarten results on the ACCESS 2.0 will serve as a baseline in the growth metric for accountability. All ELs must continue taking the ACCESS assessment until they achieve the state-prescribed minimum score to be considered proficient in English</p> <p><u>Validity, reliability, comparability, research-based –</u> The ACCESS assessment was tested to confirm the reliability of the vertical scale. ACCESS is used by all South Carolina public schools will allow South Carolina to monitor the percentage of all EL students who achieve expected growth annually through the long range goals and interim targets and through the ELP growth points in the accountability metrics. *Note: Elementary students who reach proficiency (4.8 composite) will have met the annual growth for that year.</p> <p>Factors affecting proficiency include time in language instruction programs, grade level, age, Native language proficiency level, or limited or interrupted formal education. To account for these variables, South Carolina will monitor the attainment of English proficiency by awarding points in the accountability metrics for the percentage of EL students who score a composite 4.8 within five years after initial identification (if the student’s initial proficiency level was a 3.0 composite score or higher) or within seven years after initial identification (if the student’s initial proficiency level was below a 3.0 composite score).</p> <p>Additional evidence of the validity and reliability of ACCESS 2.0 is provided in Chapter 2 (pages 28–44) of the WIDA “Series 303 ACCESS Annual Technical Report” posted at https://www.wida.us/downloadLibrary.aspx.</p>

Background on the South Carolina Growth Targets

Growth baselines are calculated based on proficiency level change by proficiency level entry. Based on research by Cook, Boals, Wilmes, and Santos (2008), we expect faster language acquisition at lower levels and slower acquisition as the levels increase (as defined on the ACCESS 2.0 assessment). All levels were placed on a similar scale using ACCESS 1.0 data from 2014-15 and 2015-16 using the concordance table for Composite Proficiency Levels produced by the WIDA consortium. The levels have properties like those seen in ACCESS 2.0, or our ACCESS 2.0 2016-17 assessment data. From these transformations, South Carolina was able to derive a growth trajectory for students based on their entry level floor. The floor of the entry level is defined as the value obtained by rounding down to the nearest integer the Composite Proficiency Level (e.g., 2.4 rounds down to 2; 3.9 rounds down to 3).

South Carolina subsequently computed the average level of growth by the Composite Proficiency Level floor across three years. South Carolina then placed expectations of growth that are ambitious relative to empirically derived growth, but not so ambitious as to be unachievable. Table 18 shows the growth expectations based on incoming Proficiency Level floor and years to goal. Table 19 shows the outcome of allowing for seven years of growth to target for grades G1-G2 and five years of growth to target for grades G3-G4.

Table 18: Growth Expectations by Year Based on Incoming Composite Proficiency Level Floor

Incoming Floor	Empirical Floor Change	Seven Year Floor Change Goals	Five Year Floor Change Goals
1	1.5	1.6	-
2	0.8	0.8	-
3	0.5	0.4	0.6
4	0.0	0.2	0.2

Table 19: Growth Expectations by Year and by Grade Based on Incoming Composite Proficiency Level Floor

Entry Floor	Y1	Y2	Y3	Y4	Y5	Y6	Y7
1	2.6	3.4	3.8	4.2	4.4	4.6	4.8
2	2.8	3.6	4.0	4.2	4.4	4.6	4.8
3	3.6	4.2	4.4	4.6	4.8		
4	4.2	4.4	4.6	4.8			

Cook, H.G., Boals, T., Wilmes, C., & Santos, M. (2008). Issues in the development of annual measurable achievement objectives for WIDA consortium states (WCER Working Paper No. 2008-2). Madison: University of Wisconsin-Madison, Wisconsin Center for Education Research. Retrieved July 20, 2017 from <http://wcer.wisc.edu/publications/year/2008>.

English Language Proficiency Points

Total Available Points: 10 points

How Points are Earned: Two measures will be produced from the ACCESS assessment, a proficiency score and a progress score. The progress score is used for elementary schools. The average of the proficiency and the progress score is used for middle and high school.

Students Included in the Rating:

1. Elementary, Middle, and High Schools
 - a. Includes students who have an initial ACCESS scores and a score in the reporting year.
2. Middle and High Schools
 - a. Includes students who initially received EL services 5 years prior if the initial WIDA screener indicated a comparable ACCESS composite score of 3.0 or higher or
 - b. Includes students who initially received EL services 7 years prior if the initial WIDA screener indicated a comparable ACCESS composite score of 2.9 or below.

Steps to Create English Progress Rating

EL students demonstrating one year's academic progress in attaining English is determined by the following steps:

1. Find the ACCESS Composite score in the initial year and the reporting year and the student's initial date of entry into US schools.
2. Find the student's incoming floor by truncating the decimal portion of the score.
3. Find the growth target based on the incoming floor and years in country.
4. Find the number of students with scores that meet or exceed their growth target.
5. Divide the number of students in (4) by the number of students.
6. Multiply number by the weight of the category.

Steps to Create the English Proficiency Rating

EL students demonstrating English proficiency (within the state's definition of 4.8 composite with no domain score below 4.0 within five years from an initial proficiency of 3.0 or higher or within seven years from an initial proficiency of 2.9 or lower) is determined by the following steps:

1. Find the initial EL screener score and the year it was obtained.
2. Find the current year ACCESS score.
3. Determine whether the initial score was 3.0 and above or 2.9 and below.
4. If the initial ELP score converted to an ACCESS composite score was 3.0 or higher:
 - a. Find the number of students with ACCESS Composite scores of 4.8 with no domain scores below 4.0.

- b. Find the number of years from the initial screener score (5 years from initial screener score counts in the accountability metric).
5. If the initial ELP score converted to an ACCESS composite score was 2.9 or lower:
 - a. Find the number of students with ACCESS Composite scores of 4.8 with no domain scores below 4.0.
 - b. Find the number of years from the initial screener score (7 years from initial screener score counts in the accountability metric).
6. Divide the number of students who met the proficiency target in 4 and 5 above by the total number of students who were eligible to meet the proficiency target in 4 and 5 above.
7. Multiply number by the weight of the category

Steps to Create the combined ELP Rating for Middle and High

1. Obtain points from progress rating.
2. Obtain points from proficiency rating.
3. Add step 1 and step 2.

English Language Proficiency Summative Rating

The ELP summative rating will be reported on five levels: Excellent, Good, Average, Below Average, and Unsatisfactory.

Graphs will be added as they become available.

- e. School Quality or Student Success Indicator(s). Describe each School Quality or Student Success Indicator, including, for each such indicator: (i) how it allows for meaningful differentiation in school performance; (ii) that it is valid, reliable, comparable, and statewide (for the grade span(s) to which it applies); and (iii) of how each such indicator annually measures performance for all students and separately for each subgroup of students. For any School Quality or Student Success indicator that does not apply to all grade spans, the description must include the grade spans to which it does apply.

South Carolina will include a Student Success and School Quality Indicator in the accountability model. These indicators will be reported for all students and all subgroups annually. The subgroups reported will be economically disadvantaged, African American, Asian Pacific, White, native American, Hispanic, English learners, and students with disabilities.

Student Success Indicator: Elementary and Middle School

The student success indicator for elementary and middle schools has two metrics:

1. Preparing for Success – The aggregate number of number of high school students who score at Levels 1-5 on **SCPASS** in science and social studies. *Counted in the weighted point index accountability metric.

2. *Prepared for Success* - Students scoring within grade level ranges in Lexiles and Quantiles on the state summative tests in ELA and Mathematics will be reported as the percentage of students at each grade level who are “on track” to college and career readiness.
*Report element” only.

Background for Preparing for Success Metric

*See background of Achievement metric presented previously for documentation on SCPASS science and social studies assessments.

1. Preparing for Success Points
Total Points Available: 10

Table 20 below shows the points students earn when at each level on the SCPASS science and social studies assessment. The shaded area of the table indicates a change in available points per level when the new performance levels are applied in the 2017–18 testing for science only. All simulations for science are based on 2016 results, which are on the five-level SCPASS scale. Social studies simulations will also be on the 2016 five-level scale and will remain on that scale until 2019.

Table 20: Test Score to Points Conversion – SCPASS

Points	SCPASS Social Studies 2010–2019	SCPASS Science 2010–2017	SCPASS Science (2017–18)
0	Level 1 Not Met 1	Level 1 Not Met 1	Level 1 Does Not Meet
1	Level 2 Not Met 2	Level 2 Not Met 2	Level 2 Approaches Expectations
2	Level 3 Met	Level 3 Met	Level 3 Meets Expectations
3	Level 4 Exemplary 4	Level 4 Exemplary 4	Level 4 Exceeds Expectations
4	Level 5 Exemplary 5	Level 5 Exemplary 5	

How Points are Earned:

A *Preparing for Success* rating will be generated by assigning points to each student’s level score on the state summative tests, with greater points awarded for higher levels of proficiency. The students’ points are aggregated across all science and social studies assessments, and the school’s performance is measured as a percentage of the maximum points available across assessments and converting the ratio to an index.

Students included in elementary/middle rating:

1. The assessment of students who were continuously enrolled are included. Students who are enrolled on the 45th day of the school year and on the 160th day of the school year without being

withdrawn from enrollment for more than five days during this time are included.

2. Student test scores in science and social studies are included.
3. Students who took alternate assessments are included in ratings.
4. Eligible Non-native English speaking students were exempted from calculation. Note: EL students in their first two years in a U.S. school are assessed in all applicable tested subjects, but removed from the *Preparing for Success* metric similar to the Achievement metric (2 years only).
5. Students who should have taken a subject area test, but did not, are assigned 0 points for that test and included in the denominator.
6. Students who take a high school end-of-course assessment in middle school will not be included in the *Preparing for Success* rating at the middle school for those assessments. Advanced students will take SC READY and EOCEP. However, the school report card may include the end-of-course assessment results for middle school students who took an end-of-course assessment.

Steps to calculate the Academic Achievement rating:

1. For each student/test combination, points are awarded using Table 20 (*see above*).
2. For each student/test combination, a maximum number of possible points are also assigned (4 points for SCPASS science and social studies for 2016 simulations/3 points for SCPASS science in 2018).
3. The sum of the points awarded is obtained by summing across students and tests.
4. The sum of the possible points is obtained by summing across students and tests.
5. The percentage of possible points earned is obtained by dividing the total obtained in (3) by the total obtained in (4).
6. The points on the 40-points scale are obtained by multiplying the percentage of points obtained in (5) by 40, which is then rounded to tenths place (e.g., 23.7).
7. Finally, the points on the 35-points scale are obtained by multiplying the percentage of points obtained in (5) by 35, and rounding the result to tenths place.

**Preparing for Success Indicator Summative Rating:
Elementary/Middle**

Preparing for Success Summative Ratings will be reported in five categories: Excellent, Good, Average, Below Average, and Unsatisfactory.

Data will be added when it becomes available.

2. Prepared for Success

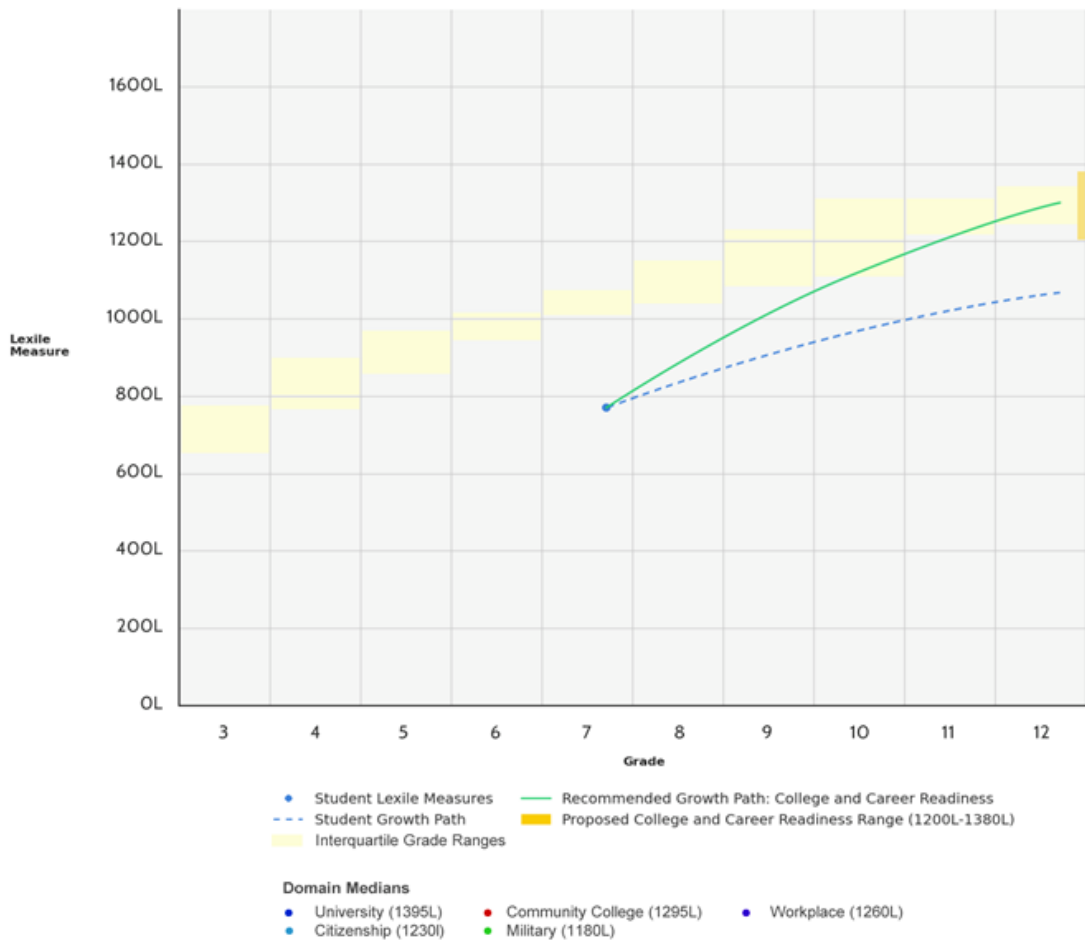
Total Points Available = 0 *Report element only

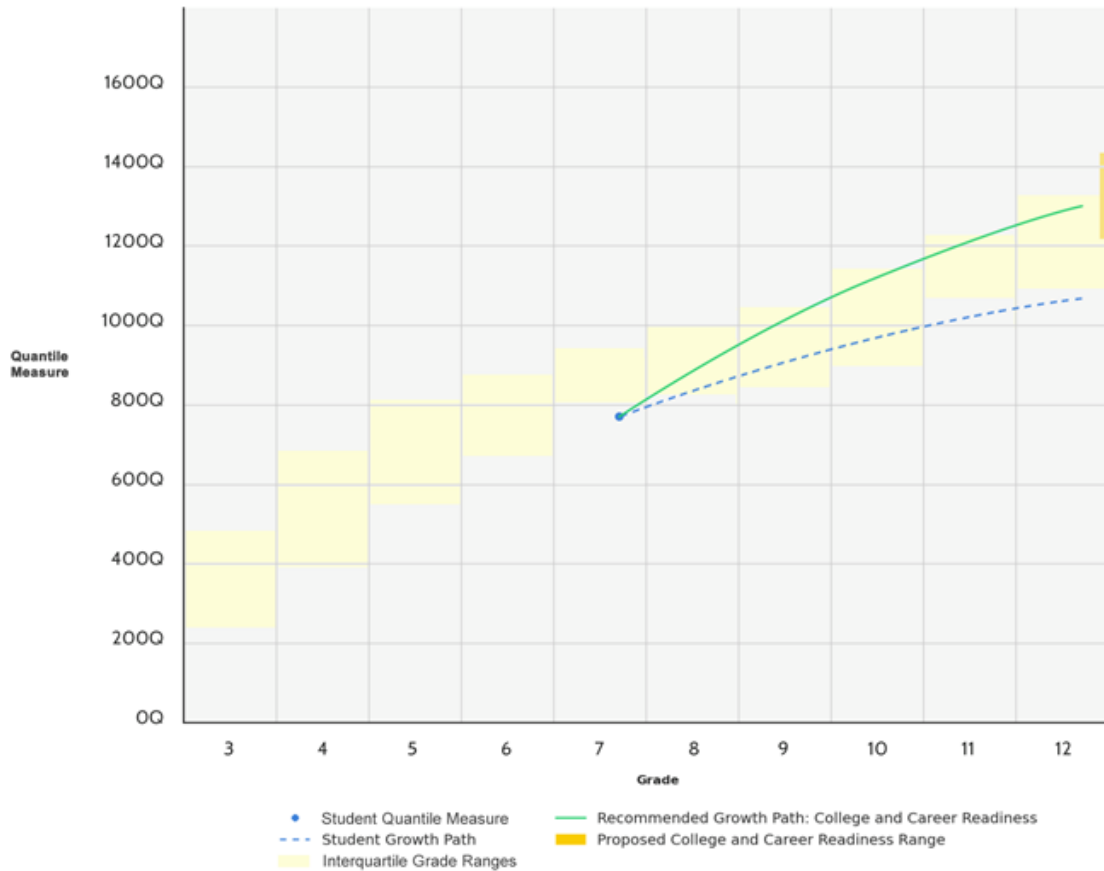
Using SC READY in ELA and mathematics, South Carolina will report the percentage of students in grades 3–5 who have scored within the grade level Lexile and Quantile ranges to document that the students are “on track” to college and career readiness. A sample student score report that will be sent to all South Carolina students with SC READY is shown below. The graph indicates

- the student’s current Lexile and Quantile level,
- the interquartile grade level ranges for reading and mathematics,
- the student’s predicted growth path through Grade 12, and
- the student’s recommended growth path for college and career readiness.



The Lexile® Framework for Reading
Matching readers with texts





Student Success Indicator: High School

The *Prepared for Success* indicator for high schools measures the degree to which students are ready for post-secondary opportunities based on meeting any one of nine state-identified college and career readiness criterion.

Background on the Student Success Metric

Accountability Indicator <i>-At what levels will the indicator be applied</i>	Accountability Measure <i>-How will the measure assist with meaningful differentiation?</i>	Assessment Description in the Accountability Measure <i>-What are the measures used? -Are the measures valid, reliable, and comparable? -Are they based on research to positively impact student learning, graduation, and/or college/career readiness?</i>
iii. Prepared for Success	The student success indicator will aggregate across nine metrics	<p><u>By Grade 12, a student can demonstrate “College Readiness” in one of the following ways:</u></p> <ul style="list-style-type: none"> • ACT composite score of 20; • SAT benchmarks of 1020;

<p>High District State</p>	<p>of college and career readiness to measure the degree to which students are <i>Prepared for Success</i> in college or career by the end of Grade 12.</p> <p>Note: Points will be earned for the unduplicated number of students who achieve any one of the nine measures to meaningfully differentiate high school performance.</p> <p>South Carolina recognizes the value of multiple metrics for college and career readiness to achieve the <i>Profile of the South Carolina Graduate</i>. Students have multiple pathways to college and careers depending upon their goals. Metrics to measure student “readiness” for college and/or careers are not inherently equivalent. The comparability of this measure lies in the premise that students should demonstrate agreed upon evidence that they are “ready” for the next level (i.e. two-year college, four-year college, or careers) based</p>	<ul style="list-style-type: none"> • Advanced Placement exams of 3 or higher in English, mathematics, science, social studies, or AP Capstone; • International Baccalaureate exams of 4 or higher in English, mathematics, science, and social studies; • Six hours of dual credit coursework in English, <u>S</u>cience, <u>T</u>echnology, <u>E</u>ngineering, and <u>M</u>athematics; • two-year/four-year college transfer courses with a grade of C or higher • Six hours of dual enrollment coursework in Career and Technology Education courses with a grade of B or higher <p><u>Validity, reliability, comparability, research-based:</u></p> <p>ACT® Benchmarks</p> <p>“The ACT College Readiness Benchmarks are the minimum ACT test scores required for students to have a high probability of success in credit-bearing college courses—English Composition I, social sciences courses, College Algebra, or Biology.”</p> <p>“Students who meet a Benchmark on the ACT have approximately a 50% chance of earning a B or better and approximately a 75% chance or better of earning a C or better in the corresponding college course or courses.”</p> <p>“The ACT College Readiness Benchmarks are empirically derived based on the actual performance of students in college.”</p> <p><u>ACT composite score to take a credit bearing course</u></p> <p>States have tracked students into their first year credit-bearing mathematics and English courses at two-year and four-year colleges to determine a valid, reliable, and comparable ACT cut score that predicts readiness for courses beyond the developmental level. For example, Kentucky has tracked students into the freshman year to determine that ACT scores of 18-English, 20-Reading, and 20-Mathematics were predictive of success in entry level credit bearing math and English courses. Similarly, Mississippi set ACT cuts for taking a credit bearing course at 15-English and 18-Mathematics. Some states have used a composite ACT score to make the same prediction. For example, North Carolina also tracked its data to determine a composite cut score (17) is needed for entry into courses above developmental level. Tennessee set a composite score of 21. Using these reports from other states, the recommendation of the Education Oversight Committee in South Carolina is proposes the use an ACT composite of 20.</p> <p><u>Advanced Placement, International Baccalaureate, and Dual Credit</u></p> <p>South Carolina statute mandates that students who score a 3 or higher on AP exams and 4 or higher on IB exams may receive college credit for those courses in public colleges and universities. South Carolina colleges currently accept these scores as credit bearing scores, but may determine if the credit counts as elective or core. Research shows that students who take Advanced Placement or International Baccalaureate courses in high school have a greater likelihood of success in college. Core content areas counted in this metric include AP/IB exams in English, mathematics, science, or social studies. Similarly, the South Carolina General Assembly has appropriated add-on weighting funding for dual credit courses. All dual credit courses must be validated and transcribed by a partner Institution of Higher Education. Dual credit</p>
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	<p>upon any one of the nine measures vetted by the state and based upon the standard that they do not need remediation or significant on the job training to enter their next level.</p>	<p>college courses must count in the students post-secondary GPA. Core content areas counted in this metric include dual credit courses in English, mathematics, science, and social studies that lead to an Associates or baccalaureate degree.</p> <p><u>Comparability for South Carolina High Schools</u> All grade 11 students in South Carolina are offered a college entrance examination (ACT or SAT) paid for by the State. Advanced Placement course examinations are also completely paid by the State. Those districts with small high schools that cannot offer the full range of AP courses have access to VirtualSC Advanced Placement courses (where AP exam pass rates exceed the national average in all but two subjects). The small number of districts which offer the International Baccalaureate program, pay for those examinations with no cost to students. Finally, dual credit/dual enrollment courses are subsidized by the State using .15 add-on weighting to the base student cost for all students enrolled in college level courses in high school. South Carolina has ensured access and equity to the college ready measures outlined in the accountability model.</p> <p><u>By Grade 12, a student may demonstrate “Career Readiness” in one of the following ways:</u></p> <ul style="list-style-type: none"> • WorkKeys National Career Readiness Certificate of Silver, Gold, or Platinum; • ASVAB score of 31 or higher; • Completion of a registered Youth Apprenticeship program; or • Completion of a Career and Technical Education (CATE) program with state-recognized industry credential that leads to living wage <p><u>Validity, reliability, comparability, researched-based :</u></p> <p>WorkKeys ACT WorkKeys® contains three core tests (Reading for Information, Applied Mathematics, and Locating Information). The assessments each report Level Scores, which identify skill levels. Levels range from <3 to 7 (or 6 for Locating Information). Each level includes a broad range of skills. Students who successfully complete these three tests may be eligible for ACT’s National Career Readiness Certificate (NCRC). Based upon performance, students may earn a bronze, silver, gold, or platinum certificate, as described below:</p> <ul style="list-style-type: none"> • Bronze - scores at least a level 3 in each of the three core areas (employable for 16% of jobs) • Silver - scores at least a level 4 in each of the three core areas (employable for 65% of jobs) • Gold - scores at least a level 5 in each of the three core areas (employable for 93% of jobs)
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		<ul style="list-style-type: none"> Platinum - scores at least a level 6 in each of the three core areas (SCDE, 2015) <p><i>All score levels and certificate levels were developed, named, and described by ACT.</i></p> <p><u>Registered Youth Apprenticeship</u></p> <p>Youth Apprenticeship provides South Carolina high school students the unique opportunity to combine high school and/or technical college curriculum with critical on-the-job training at a local business/industry. Students can also earn a pay check while earning a national credential at the same time as earning their high school diplomas. The established process for creating a registered youth apprenticeship program in South Carolina is as follows:</p> <ol style="list-style-type: none"> 1. Identify Partners – Education partners and Apprenticeship Carolina identify business partners and occupations of interest. 2. Conduct Meetings – Meetings with businesses are held to determine the following: availability and allowability of on-the-job training, job-related education, the wage schedule and the apprentice selection process. 3. Qualified Candidates – Education partner advises students/parents of opportunity and identifies qualified candidates. 4. Collect Applications – Employer is ready to hire youth apprentices and contacts education partner to collect applications. 5. Conduct Interviews – Employer interviews and hires student for youth apprenticeship. 6. Conduct Training – Student begins on the job training (OJT) and job related education (JRE). This step includes technical college dual credit opportunities. 7. Students Graduate – Students graduate with high school diploma, Department of Labor (DOL) credential, and other applicable credentials. 8. Career Skills – Youth Apprenticeship Completers can continue with adult apprenticeship, be hired full time with business, or have skills for a successful career. <p><u>Career & Technical Education (CATE) Completer + Industry-recognized Credential</u></p> <p>A “CATE Completer” is a “CATE Concentrator” who has earned <i>all</i> of the required units in a state-recognized CATE program identified by the assigned Classification of Instructional Program CIP code. A state-recognized CATE program must be composed of an approved sequence of career and technology education courses leading to a career goal and must include a minimum of three Carnegie units of credit.* High schools report "Completers" on the CATE page in PowerSchool, based upon state and federal Perkins IV accountability guidelines outlined in the CATE Student Reporting Procedures Guide.</p> <p>High schools report national and state certifications and credentials received by CATE students on the CATE page in PowerSchool. Up to ten certifications can be entered for each student. The state-recognized industry certifications and credentials are identified and coded within the CATE Student Reporting Procedures Guide (See CATE Student Reporting Procedures Guide at http://ed.sc.gov/instruction/career-and-technology-education/performance-accountability/cate-data-collection-</p>
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		<p><u>and-reporting/</u>).</p> <p>A report entitled, <i>The Path Least Taken III: Rigor and Focus in High School Pays Dividends in the Future</i> from the Center for Public Education (CPE) finds that opportunities comparable to those offered by attendance at a four-year college can be found in rigorous high school programs leading to a professional certification. CPE compared social and economic outcomes between students with a four-year college degree and “high-credentialed” students with no degree. High-credentialed students were those who demonstrated success in both academic and technical courses and who obtained a professional certification. Ultimately, the study found that “high-credentialed” students with no degree were just as likely to be employed full-time, to be satisfied with their jobs, and to vote in a recent election by age 26 as were students with four-year degrees. The study also found that, among students who pursued but did not complete a postsecondary degree, those who graduated from a rigorous high school program had more positive social and economic outcomes overall. The South Carolina Profile of the Graduate emphasizes rigorous college and career preparation in high school to provide students with the economic safety net along the pathway to a higher degree (https://careertech.org/resource/path-least-taken-3).</p> <p>Finally, South Carolina’s accountability model will incentivize both college and career readiness opportunities to maximize options for ALL students. 2012 U.S. Census data suggest that adult workers with “alternative credentials,” such as professional licensure, certifications or educational certificates falling outside the traditional associate’s or bachelor’s degree, experience greater employment stability and higher earnings than adults without an alternative credential (Stephanie Ewert and Robert Kominski, U.S. Census Bureau, Measuring Alternative Education Credentials: 2012, January 2014.)</p> <p>ASVAB</p> <p>The minimum score needed for a high school graduate to enlist in the Armed Services with a high school diploma is as follows:</p> <table><tr><th>Branch</th><th>Diploma</th></tr><tr><td>• Air Force</td><td>36</td></tr><tr><td>• Army</td><td>31</td></tr><tr><td>• Coast Guard</td><td>40</td></tr><tr><td>• Marine Corps</td><td>32</td></tr><tr><td>• National Guard</td><td>31</td></tr><tr><td>• Navy</td><td>35</td></tr></table> <p>*South Carolina will track the percentage of students of 31 or higher for career readiness for the military and get data on the number of military bases in South Carolina and on the number of job opportunities in military.</p> <p><u>Comparability in South Carolina High Schools:</u></p> <p>South Carolina requires and pays for all students in grade 11 to take a</p>	Branch	Diploma	• Air Force	36	• Army	31	• Coast Guard	40	• Marine Corps	32	• National Guard	31	• Navy	35
Branch	Diploma															
• Air Force	36															
• Army	31															
• Coast Guard	40															
• Marine Corps	32															
• National Guard	31															
• Navy	35															

		career readiness assessment (WorkKeys). The state also provides 3 million in additional funds to pay for industry certification examinations. Money is allocated to districts based on student requests for the examinations. ASVAB is widely given across South Carolina and is free to students. Registered Youth Apprenticeship Programs are growing in South Carolina, but are not widely implemented at this time.
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Prepared for Success Indicator Points:

Total Available Points: 20

How Points are Earned: Progress towards achieving the *Profile of the South Carolina* graduates requires the state to improve college- and career-readiness of all students along the continuum. Points are earned for each grade 12 student who meets one or more criteria for “college-ready” or one or more criteria for career ready to be deemed “prepared for success.”

Students Included in the Rating:

For school year 2017-18, the state would use the 2018 graduation cohort and determine by student the following:

1. What percentage of students in the 2018 graduating cohort were college-ready? The student
 - a. Scores a composite score of 20 or higher on the ACT test.
 - b. Scores a composite score of 1020 or higher on the SAT test.
 - c. Scores a 3 or higher on an Advanced Placement (AP) exam in English, mathematics, science or social studies or an AP capstone;
 - d. Scores a 4 or higher on an International Baccalaureate (IB) assessment in English, mathematics, science, or social studies;
 - e. Completes at least six (6) credit hours in dual credit/enrollment two-year/four-year college transfer courses in an English or mathematics course or STEM course with a grade of C or higher. STEM is defined as a science or computer science course.
2. What percentage of students in the 2018 graduation cohort were career-ready? The student
 - a. Is a CATE completer and earns a state recognized national industry credential;
 - b. Earns a Silver, Gold or Platinum National Career Readiness Certificate on the WorkKeys exam
 - c. Earns a scale score of 31 or higher on the ASVAB;
 - d. Complete a registered apprenticeship through Apprenticeship South Carolina.

For accountability, South Carolina will count the percentage of the four-year graduation cohort that is college/career ready.

For transparency, South Carolina will report separately the percentage of the four-year graduation cohort that is college ready, career ready, and college AND career ready.

All nine individual college and career metrics will also be reported separately using the Grade 12 graduation cohort as the denominator.

Steps to Create the Prepared for Success Indicator:

1. Find the grade 12 graduation cohort.
2. Find the number of students in the grade 12 graduation cohort who have met at least one of the college or career readiness benchmarks.
3. Divide (2) by (1) to produce a percentage of grade 12 students who are *Prepared for Success*.
4. Multiply number by the weight of the category.

Prepared for Success Summative Rating:

The ELP summative rating will be reported on five levels: Excellent, Good, Average, Below Average, and Unsatisfactory.

Data will be added when it becomes available.

- e. School Quality or Student Success Indicator(s). Describe each School Quality or Student Success Indicator, including, for each such indicator: (i) how it allows for meaningful differentiation in school performance; (ii) that it is valid, reliable, comparable, and statewide (for the grade span(s) to which it applies); and (iii) of how each such indicator annually measures performance for all students and separately for each subgroup of students. For any School Quality or Student Success indicator that does not apply to all grade spans, the description must include the grade spans to which it does apply.

The School Quality Indicator measures the *Positive & Effective Learning Environment* of the school in grades 3–12. This metric is a student engagement survey to determine the degree to which the school climate supports and fosters high levels of engagement as perceived by a majority of the student population. The student engagement survey will be broken down by all students and accountability subgroups. The subgroups reported will be economically disadvantaged, African American, Asian Pacific, White, native American, Hispanic, English learners, and students with disabilities.

Background of Positive & Effective Learning Environment Survey

Accountability Indicator -At what levels will the indicator be applied	Accountability Measure -How will the measure assist with meaningful differentiation?	Assessment Description in the Accountability Measure -What are the measures used? -Are the measures valid, reliable, and comparable? -Are they based on research to positively impact student learning, graduation, and/or college/career readiness?
vi. Positive &	The school quality indicator will	Engagement Tool – TBD (under procurement) The survey will be procured in 2016–17 and will have the following

<p>Effective Learning Environments</p> <p>Elementary Middle High District State</p>	<p>aggregate the number and percentage of students who report different levels of engagement in school.</p> <p>Note: A tiered point system will be used to document differences in engagement levels to meaningfully differentiate between schools.</p>	<p>criteria:</p> <ul style="list-style-type: none"> • Be of reasonable length (25-35 items) to render valid and results; • Be based upon the student’s personal experiences in the classroom; • Include a Likert-style rating model of at least four levels; • Include a combination of response types and rating scales including the following: frequency, frequency time, belief, agreement, quality, and reflection of self; • Be aligned to observation tools or other measures of school climate and culture used in South Carolina for school and district continuous improvement; • Provide data on cognitive, behavioral, and emotional/affective learning domains • Produce a final student engagement level for accountability purposes and for actionable improvement opportunities for schools; • Integrate with data systems currently in use in South Carolina for ease for administering the survey and disaggregating results; • Use a unique SUNS # in the student information system so that it can be disaggregated by sub-groups <p>Validity, reliability, comparability, research-based:</p> <p>Research shows the combination of high student engagement and effective learning environments are key drivers for improvement in student achievement. “If students are not engaged, there is little, if any, chance that they will learn” (Heflebower, Marzano, & Pickering, 2011). When teachers use behavioral, cognitive, affective engagement strategies, they help their students overcome some of the risk factors for dropping out of school (Balfanz, Herzog, and McIver, 2007). To that end, South Carolina proposes the use of a valid, reliable, and comparable student engagement survey administered in Grades 3-12 annually (January) to measure student perceptions of the school’s climate and culture for learning in the following research-based areas at a minimum: <i>Equitable Learning, High Expectations, Supportive Learning, Active Learning, Progress Monitoring and Feedback, Well-managed Learning, and Digital Learning</i>. Additionally, the student engagement survey should provide actionable data on the level of student engagement across behavioral, cognitive, and emotional/affective domains to determine the degree to which students report that they are highly engaged, compliant, or disengaged in school.</p>
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Effective Learning Environment Indicator Points

Total Points: 20

*Elementary and Middle Schools

Total Points: 15

*High Schools

How Points are Earned: South Carolina is considering two possible methods for distributing points on the student engagement survey.

Option 1: If a survey instrument is selected that includes national benchmark data, the student engagement survey results from schools in South Carolina could be compared to the national level. Schools at or above the national level would earn disproportionately more points.

Option 2: Divide the state results into quintiles or deciles and award points accordingly.

Students Included in the Rating:

Students funded for the 135th day in grades 3–12.

Students taking Alt-Assessments may be excluded per the IEP team decision.

Steps to Create the *Effective Learning Environment* Indicator:

TBD upon procurement

Effective Learning Environment Summative Rating:

The ELP summative rating will be reported on five levels: Excellent, Good, Average, Below Average, and Unsatisfactory.

Table 21: Sample of decile report by Indicator Performance level

Rating	Percentile	Points Earned Out of 10	Points Earned Out of 15	Points Earned Out of 20
Excellent	Above 95th	10	15.0	20
	90th to 95th	9	13.5	18
Good	80th	8	12.0	16
	70th	7	10.5	14
Average	60th	6	9.0	12
	50th	5	7.5	10
Below Average	40th	4	6.0	8
	30th	3	4.5	6
Unsatisfactory	20th	2	3.0	4
	10th	1	1.5	2

Data will be added when it becomes available

- v. Annual Meaningful Differentiation (*ESEA section 1111(c)(4)(C)*)
- a. Describe the State’s system of annual meaningful differentiation of all public schools in the State, consistent with the requirements of section 1111(c)(4)(C) of the ESEA, including a description of (i) how the system is based on all indicators in the State’s accountability system, (ii) for all students and for each subgroup of students. Note that each state must comply with the requirements in 1111(c)(5) of the ESEA with respect to accountability for charter schools.

For all schools with traditional populations and grades (including all charter schools): South Carolina will calculate a

- summative rating for each leading indicator, and
- final summative rating based upon the aggregate points earned across all indicators applied through the weighted point index. *See School Performance Indicators Weighted Point Index below.*

School Performance Indicators Weighted Point Index

Maximum points for each indicator for schools with ELP n-size of 20

Indicator	Elementary	Middle	High
Achievement	35 points	35 points	30 points
ELA and Mathematics			
Growth	35 points	35 points	NA
50% All Students 50% Bottom Quintile			
English Language Proficiency	10 points	10 points	10 points
Elementary = 100% Growth Middle/High = 50% Growth 50% Proficiency			
Graduation Rate	NA	NA	25 points
Preparing for Success	10 points	10 points	NA
Science and Social Studies			
Prepared for Success	NA	NA	20 points
Lexile & Quantile on track			
Positive & Effective Learning Environment	10 points	10 points	15 points
Total	100 points	100 points	100 points

**Note: final stakeholder involvement in scheduled EOC public hearings could shift these points slightly*

School Performance Indicators Weighted Point Index

Maximum points for each indicator for schools WITHOUT an ELP n-size of 20

Indicator	Elementary	Middle	High
Achievement	40 points	40 points	35 points
ELA and Mathematics			
Growth	40 points	40 points	NA
50% All Students 50% Bottom Quintile			
English Language Proficiency	0 points	0 points	0 points
Elementary = 100% Growth Middle/High = 50% Growth 50% Proficiency			
Graduation Rate	NA	NA	30 points
Preparing for Success	10 points	10 points	NA
Science and Social Studies			
Prepared for Success	NA	NA	20 points

Lexile & Quantile on track			
Positive & Effective Learning Environment	10 points	10 points	15 points
Total	100 points	100 points	100 points

**Note: final stakeholder involvement in scheduled EOC public hearings could shift these points slightly*

- b. Describe the weighting of each indicator in the State's system of annual meaningful differentiation, including how the Academic Achievement, Other Academic, Graduation Rate, and Progress in ELP indicators each receive substantial weight individually and, in the aggregate, much greater weight than the School Quality or Student Success indicator(s), in the aggregate.

Elementary and Middle Schools

80% Academic Indicators			20% School Quality/Student Success Indicators	
Achievement 35/40	Academic Progress 35/40	English Proficiency 35/40	Preparing for Success 10	Learning Environment 10

**Note: final stakeholder involvement in scheduled EOC public hearing could shift these weightings slightly*

High Schools

65% Academic Indicators			35% School Quality/Student Success	
Achievement 30/35	Graduation Rate 25/30	English Proficiency 30/35	Prepared for Success 20	Learning Environment 15

**Note: final stakeholder involvement in scheduled EOC public hearings could include Biology 1 and US History into the Student Success component*

Final Summative Determinations:

South Carolina will use aggregate all point system for each of the leading indicators for school to determine a final summative point total using a weighted point index. All points are rounded to the nearest hundredth. A final summative rating will be awarded for performance

on each leading indicator by level. The performance levels are as follows:

- Excellent – School performance substantially exceeds the standards for progress
- Good – School performance exceeds the standards for progress
- Average – School performance meets the standards for progress
- Below Average – School performance is below the standard for progress
- Unsatisfactory – School performance fails to meet the standard for progress

Summative Rating Simulations will be added as they become available.

- c. If the State uses a different methodology or methodologies for annual meaningful differentiation than the one described in 4.v.a. above for schools for which an accountability determination cannot be made (e.g., P-2 schools), describe the different methodology or methodologies, indicating the type(s) of schools to which it applies.

Grade Spans

A typical elementary school is defined as containing kindergarten through grade five, a typical middle school, grades six through eight, and a typical high school, grades nine through twelve.

Any school that includes a grade on either side of the typical pattern will be viewed as part of that organizational pattern. For example, if a school includes kindergarten through grade six, it will be considered an elementary school and receive one rating. If a school includes grades five through nine, it will be considered a middle school and receive one rating.

If a school includes two or more grades on either side of the typical pattern (e.g., grades four through eight), two report cards will be produced. Due to the differences in data included in ratings for high school grades, any school that contains grade ten and crosses organizational patterns will receive at least two report cards.

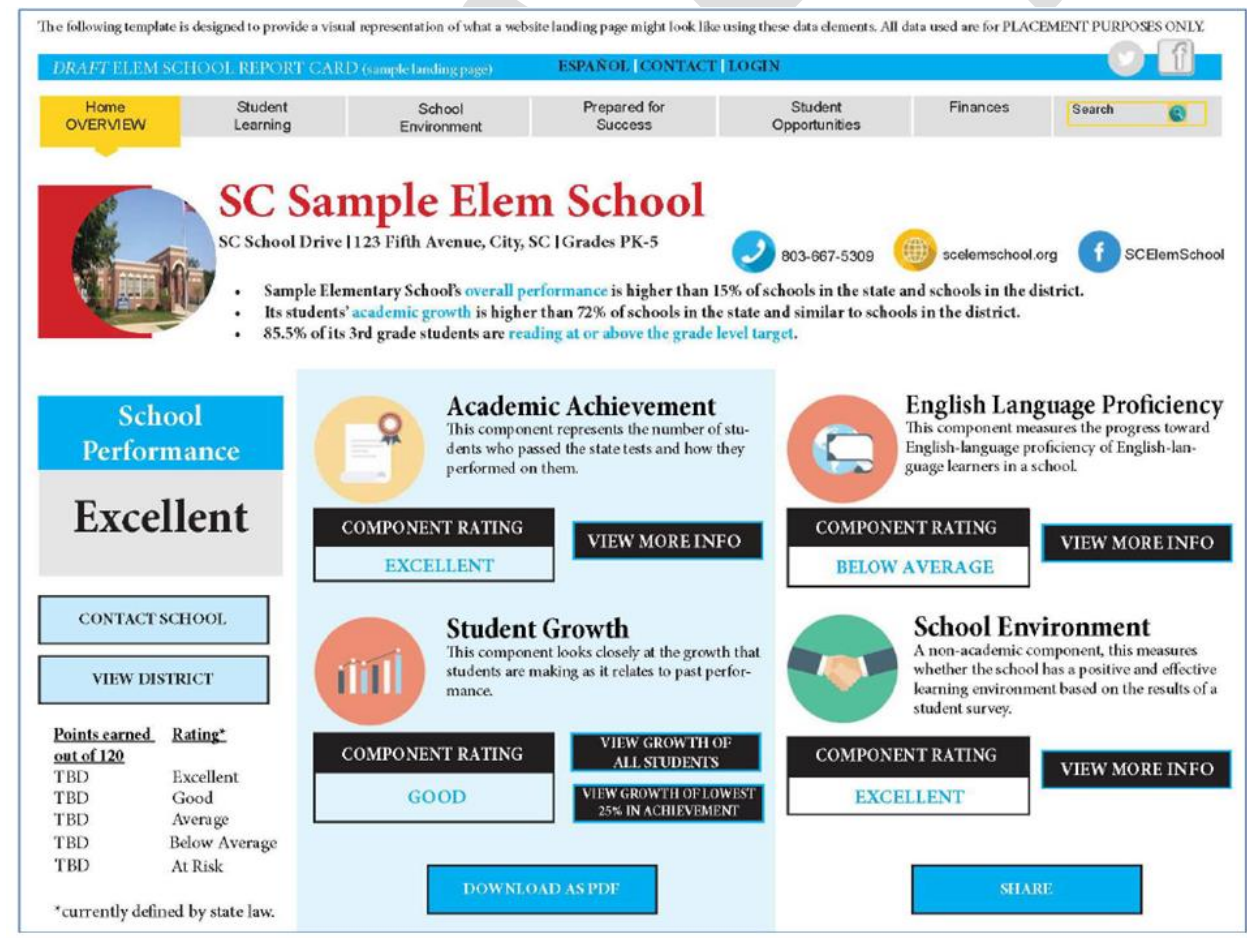
Examples in South Carolina include:

- PK–5 – elementary only
- PK–8 – elementary and middle school report cards
- PK–6 – elementary only
- PK–7 – elementary and middle
- Gr 7–9 or Gr 7–10 – middle school only (*Report annual high school metrics as applicable)
- Grade 9–12 – high school only
- Grade 7–12 – middle and high school report cards
- Grade 9 or Grade 9–10 – Use rating for high school feeder school (if one high school) and report high school metrics as applicable

South Carolina will have accountability report cards that differ from the traditional school report cards for the following school types: Primary Schools, Career and Technology Centers, Department of Juvenile Justice schools, and Governor's Schools. Metrics for these schools are being developed by the Education Oversight Committee and will be included in Appendix F when they are finalized.

The South Carolina Department of Education and Education Oversight Committee are co-developing prototypes for the new school, LEA, and State report cards. Extensive stakeholder involvement was solicited from schools, parents, and businesses on how the state should present the new accountability metrics and state and federal reporting requirements. A sample landing page prototype for a school level report card is presented below. Additionally, Appendix G lists all the reporting requirements South Carolina will seek to include beginning in 2018 for information required under federal and state law. Optional items listed in *Appendix G* will be phased in beginning in 2019.

South Carolina School Improvement Model



vi. Identification of Schools (ESEA section 1111(c)(4)(D))

- a. Comprehensive Support and Improvement Schools. Describe the State's methodology for identifying not less than the lowest-performing five percent of all schools receiving Title I, Part A funds in the State for comprehensive support and improvement, including the year in which the State will first identify such schools.

Priority Schools are defined as schools that need Comprehensive Support and Intervention (CSI) because they meet one or more of the following categories:

- Title I schools in the bottom 5 percent using the weighted point index; or
- Non-Title I schools differentiated by elementary, middle, and high school in the bottom 5 percent using the weighted point index; or
- Less than 70 percent graduation rate; or
- Title I Schools with chronically low-performing subgroup(s).

- b. Comprehensive Support and Improvement Schools. Describe the State's methodology for identifying all public high schools in the State failing to graduate one third or more of their students for comprehensive support and improvement, including the year in which the State will first identify such schools.

High Schools, both Title I and Non-Title I will be identified as Comprehensive Support and Improvement Schools if their four year cohort graduation rate is less than 70 percent. High schools (both Title I and Non-Title I) performing in the bottom 5 percent on the weighted point index will also be identified.

- c. Comprehensive Support and Improvement Schools. Describe the methodology by which the State identifies public schools in the State receiving Title I, Part A funds that have received additional targeted support under ESEA section 1111(d)(2)(C) (based on identification as a school in which any subgroup of students, on its own, would lead to identification under ESEA section 1111(c)(4)(D)(i)(I) using the State's methodology under ESEA section 1111(c)(4)(D)) and that have not satisfied the statewide exit criteria for such schools within a State-determined number of years, including the year in which the State will first identify such schools.

Title I schools identified for targeted support and intervention due to consistently underperforming subgroups who do not demonstrate improvement after six years or two cycles aligned with the three year state interim targets, will be identified as Comprehensive Support and Improvement due to chronic underperformance. Chronic underperformance of subgroups is defined in the following manner: All subgroup performance in achievement, language proficiency, and graduation rate is below the "all students" performance of the highest

Title 1 school served in comprehensive support and intervention for two consecutive cycles (six years).

- d. Frequency of Identification. Provide, for each type of school identified for comprehensive support and improvement, the frequency with which the State will, thereafter, identify such schools. Note that these schools must be identified at least once every three years.

Comprehensive Support and Intervention Schools (CSI) will be identified every three years. 2017 results will be a baseline, and schools will enter their planning year. The CSI designation will apply for three additional years from 2018–20. Beginning in 2021, the comprehensive and support criteria may apply a three-year average methodology to calculating bottom 5 percent in achievement, growth/graduation rate, and English language proficiency

- e. Targeted Support and Improvement. Describe the State’s methodology for annually identifying any school with one or more “consistently underperforming” subgroups of students, based on all indicators in the statewide system of annual meaningful differentiation, including the definition used by the State to determine consistent underperformance. (*ESEA section 1111(c)(4)(C)(iii)*).

Schools with underperforming subgroups will be identified annually. Three consecutive years of being identified for an “underperforming subgroup” will cause a school to receive the designation of a Targeted Support and Improvement School, because the subgroups are “consistently underperforming.” In November of 2018–19, the state will identify schools with “underperforming subgroups.” The first focus school designation for “consistently underperforming subgroups will occur in November 2020.

Consistently Underperforming Subgroups are defined as any school with one or more historically underperforming subgroups performing significantly below (defined as more than two standard deviations below the state average for that subgroup) the average State performance for the same subgroup for three consecutive years in any of the following:

1. Achievement
2. English Language Proficiency
3. Graduation Rate

Significantly below the average of state performance for the same subgroup is defined as more than two standard deviations below the state average for that subgroup.

- f. Additional Targeted Support. Describe the State’s methodology, for identifying schools in which any subgroup of students, on its own, would lead to identification under ESEA section 1111(c)(4)(D)(i)(I) using the State’s methodology under ESEA section 1111(c)(4)(D), including the year in which the State will first identify such schools

and the frequency with which the State will, thereafter, identify such schools. (*ESEA section 1111(d)(2)(C)-(D)*)

The SEA will identify schools in which any subgroup of students on its own would lead to identification under ESEA using the states methodology via the identification of Low Performing Subgroups. Any school in which one or more subgroups of students is performing at or below the performance of all students in the lowest performing schools

- Achievement
- English Language Proficiency
- Graduation Rate

Schools with low-performing subgroups will be identified every three years on the state's interim target cycle (2107 baseline, 2020, 2023, 2026, 2029, 2032, and 2035). Because the ESSA accountability model will not be implemented in South Carolina until the 2017-18 school year, the first designation of focus schools due to low-performing subgroups will occur in November 2018–19. The SCDE will identify schools for targeted support and intervention using the criteria for “low performing subgroups” again in 2020 to get the state back on its three-year cycle outlined for goals and interim targets.

- g. Additional Statewide Categories of Schools. If the State chooses, at its discretion, to include additional statewide categories of schools, describe those categories.

South Carolina does not choose to include statewide categories of schools beyond Comprehensive Support and Intervention Schools and Targeted Support and Intervention Schools.

- vii. Annual Measurement of Achievement (*ESEA section 1111(c)(4)(E)(iii)*): Describe how the State factors the requirement for 95 percent student participation in statewide mathematics and reading/language arts assessments into the statewide accountability system.

Schools that do not have 95 percent of students participating in state testing

- May not receive the highest rating in achievement or in the summative rating.
- Must develop a plan monitored by the SCDE to test 95 percent .
- Will have a 0 factored into the achievement rating for all students and subjects not tested.
- May have Title I funds reduced if the problem persists more than one year.

- viii. Continued Support for School and LEA Improvement (*ESEA section 1111(d)(3)(A)*)

- a. Exit Criteria for Comprehensive Support and Improvement Schools. Describe the statewide exit criteria, established by the State, for schools identified for comprehensive support and improvement, including the number of years (not to exceed four) over which schools

are expected to meet such criteria.

A school could exit *Comprehensive Support and Intervention* status upon achieving the following:

1. A final summative score on weighted point index that is above the bottom 5 percent of Title I schools or above the bottom 5 percent of non-Title I schools (differentiated by elementary, middle, high) and demonstrates a 3 percent increase in achievement, using the achievement percentage in the year of initial identification as a baseline
2. A graduation rate that is 70 percent or higher; or
3. All subgroup performance in achievement, language proficiency, and graduation rate is above the “All Students” performance of the highest Title I school served in comprehensive support and intervention.

2017 results will be a baseline, and schools will enter their planning year. The CSI designation will apply for three additional years from 2018–20. Beginning in 2021, the comprehensive and support criteria may apply a three-year average methodology to calculating the bottom 5 percent in achievement, growth/graduation rate, and English language proficiency.

b. Exit Criteria for Schools Receiving Additional Targeted Support.

Describe the statewide exit criteria, established by the State, for schools receiving additional targeted support under ESEA section 1111(d)(2)(C), including the number of years over which schools are expected to meet such criteria.

South Carolina will exit a school from “focus school” status in the following manner:

Low Performing Subgroups: Schools with low performing subgroups in achievement, growth/graduation rate, or English Language Proficiency will exit targeted support and intervention when the targeted subgroup(s)’ progress toward in achievement, graduation rate, and English language proficiency moves above the ALL students’ performance in the bottom 5 percent of Title I schools identified for comprehensive support and intervention and the identified low performing subgroup demonstrates a 3 percent increase in achievement, using the achievement percentage of the identified subgroup in the initial identification year as a baseline.

Consistently Underperforming Subgroups: Schools with consistently underperforming subgroups in achievement, growth/graduation rate, or English Language proficiency will exit targeted support and intervention when the targeted subgroup(s) is less than two standard deviations from the State’s performance with the same subgroup in achievement, growth/graduation rate, and/or English language proficiency for two consecutive years and the consistently underperforming subgroup demonstrates a 3 percent increase in

achievement, using the achievement percentage of the identified subgroup in the initial identification year as a baseline.

- c. More Rigorous Interventions. Describe the more rigorous interventions required for schools identified for comprehensive support and improvement that fail to meet the State's exit criteria within a State-determined number of years consistent with section 1111(d)(3)(A)(i)(I) of the ESEA.

Schools identified for comprehensive support and improvement that fail to meet the State's exit criteria within three years will be required to amend their School Renewal Plans to include evidence based interventions based on the four levels as required by ESSA, (strong, moderate, basic, rationale) and the South Carolina Tier Intervention and Support Matrix. Schools that fail to improve within three years will be required to select interventions strategies and practices that meet the moderate or strong level. Tier levels are derived from four key elements for each school:

1. Academic achievement ranking among all low performing schools,
2. Length of time the school has been identified as low performing,
3. Accreditation designation-compliance with state statutes related to teachers teaching in the areas for which they are certified and highly qualified, and
4. Financial Risk Status-district and school's compliance with uniform grant guidance.

Based on these factors, schools are assigned a particular tier, with Tier 1 being the lowest level of support and intervention and Tier 4 being the highest level of support and intervention. See the intervention and support matrix for South Carolina below.

Using the South Carolina Tiered Support and Intervention Matrix, school improvement teams should select an appropriate, evidence based intervention or strategy that aligns with the school's designated tier. The Tiered Support and Intervention Matrix should be viewed as a minimum requirement. Selecting an evidence based intervention practice that meets the highest level of evidence is encouraged for all schools, regardless of tier level. Transformation Coaches will monitor the fidelity of implementation for each selected strategy on a weekly, monthly, quarterly, or routine basis relative to each tier. To determine your school's tier and required level of evidence, reference the matrix below:

	Tier 1	Tier 2	Tier 3	Tier 4
School Improvement Planning	School Renewal Planning- strategies closely aligned with diagnostic review improvement priorities; mentioned by Transformation Coach	School Renewal Planning- strategies closely aligned with diagnostic review improvement priorities; mentioned by quarterly Transformation Coach	School Renewal Planning- strategies closely aligned with diagnostic review improvement priorities; mentioned by monthly Transformation Coach	School Renewal Planning- strategies mutually agreed upon by SCDE and school/district and aligned with diagnostic review improvement priorities; monitored at least weekly by Transformation Coach
Selection of Evidence Based Interventions & Technical Assistance Funds	Autonomy to select strategies for improvement and use of technical assistance funds	Mild guidance to select strategies for improvement and use of technical assistance funds	Strong guidance to select strategies for improvement and use of technical assistance funds	SCDE directed/control of selection of strategies for improvement and use of technical assistance funds
Evidence Based Intervention Strategies Tier Requirements	Evidence based strategies must be at the "rationale level" at a minimum (positive evaluation that the strategy is likely to improve student outcomes) with ongoing examination of efforts	Evidence based intervention at "promising level" at a minimum with a correlational or quasi-experimental study to demonstrate statistically significant effect on student outcomes	Evidence based interventions must be at "moderate level" at a minimum and demonstrate statistically significant effect on student outcomes	Evidenced-based interventions must be at "strong level" with a randomized control group or at "moderate level" at a minimum and demonstrate statistically significant effect on student outcomes

- d. Resource Allocation Review. Describe how the State will periodically review resource allocation to support school improvement in each LEA in the State serving a significant number or percentage of schools identified for comprehensive or targeted support and improvement.

The SEA will periodically review, identify, and address any identified inequities in resources to ensure sufficient support for school improvement in each LEA in the state serving a significant number of schools identified for comprehensive or targeted support and improvement in a variety of ways. Every three years, in concert with the three year interim target periods, the state will also review resource allocation to support school improvement and to analyze the measurable impact of resource allocation on student learning outcomes, fiscal accountability, and program review processes for each LEA serving a significant number or percentage of schools identified for comprehensive or targeted support and improvement, as compared with LEAs without a significant number or percentage of schools identified for comprehensive or targeted support or improvement. To do this, the SEA will conduct a needs assessment (every three years) that also addresses resource inequity. In this assessment, The use of resources includes an examination of the allocation and use of resources; the equity of resource distribution to need; the ability of the LEA to ensure appropriate levels of funding and sustainability of resources; as well as evidence of long-range capital and resource planning effectiveness. This assessment looks at the following types of resources when assessing resource allocation to support school improvement:

1. Personnel- All staff members are qualified and sufficient in number to fulfill their roles and responsibilities and support the school's educational program.
2. Instructional time, material resources and fiscal resources are sufficient to support school improvement.
3. School facilities, services and equipment are maintained and support a safe environment for all stakeholders.
4. Stakeholders have appropriate and adequate access to information and resources to support school improvement.
5. The technology infrastructure supports the school's improvement efforts.
6. Appropriate support services are provided to meet the needs of students.

School services support the counseling, assessment, referral, educational and career planning for all students.

- e. Technical Assistance. Describe the technical assistance the State will provide to each LEA in the State serving a significant number or percentage of schools identified for comprehensive or targeted support and improvement.

An LEA in the state serving a significant number or percentage of schools identified for comprehensive or targeted support and improvement will be provided with the following technical assistance:

1. Diagnostic System/District Review (Planning/Identification Year and Year 3); Governance and Leadership Capacity Review (Planning/Identification Year and Year 3);

2. Revision of district renewal/strategic plan goals and objectives based upon diagnostic review and leadership capacity review; SCDE and contracted services for professional development based upon Diagnostic System Review (improvement priorities);
3. SCDE support to improve financial risk and/or accreditation status as needed;
4. Full-time Transformational Coach to serve the district and schools;
5. Evaluation of results annually on district/strategic renewal plan targets to determine effectiveness of interventions on student growth and achievement, along with a comprehensive review of interim targets met for ALL students and for subgroups in achievement and graduation rate on an annual basis; and
6. Catalog of recommendation of evidence-based practices and interventions to improve summative ratings for all applicable leading indicators (achievement, growth, English language proficiency, graduation rate). The following state approved list of evidence based resources may be used:

What Works Clearinghouse

Evidence For ESSA

Results First Clearinghouse Database

Guides for Identifying Evidence-Based Interventions for School Improvement

Best Evidence Encyclopedia

The Center on Instruction

Center for Comprehensive School Reform and Improvement

Catalog of SCDE Approved Evidence Based Practices & Interventions

Technical assistance funding for CSI schools will be budgeted from the Office of School Transformation and allocated based upon evidence of needs from the Diagnostic Review, financial risk status, accreditation status, and professional development needs with consideration of school size and capacity, as well as by tier ranking. State CSI funds are issued from the Office of School Transformation. Schools in Tier 1 and Tier 2 schools will receive \$100,000 base funds and \$20 per student in technical assistance funds annually. Tier 3 and Tier 4 schools will receive \$120,000 base funds and \$20.00 per student in Technical Assistance funds annually. Title 1 schools in CSI status will receive an additional \$100,000 in base funds annually. Five percent of state technical assistance funds will be allocated to the Office of School Transformation to support statewide improvement initiatives and professional development. In order to assist with improvement initiatives tied to their needs assessments, 10 percent of state technical assistance funds will be allocated by the Office of School Transformation for “special projects” that districts/schools in the lowest accountability rating may apply. 7 percent of State Title I funds will be set aside to support schools in targeted support and intervention. Funds will be allocated to schools in targeted support and intervention based upon the number of identified schools relative to the state set aside funds proportionally.

- f. Additional Optional Action. If applicable, describe the action the State will take to initiate additional improvement in any LEA with a significant number or percentage of schools that are consistently identified by the State for comprehensive support and improvement and are not meeting exit criteria established by the State or in any LEA with a significant number or percentage of schools implementing targeted support and improvement plans.

The SEA will conduct an evaluation of results annually on district/strategic renewal plan targets to determine effectiveness of interventions on student growth and achievement, along with a comprehensive review of interim targets met for ALL students and for subgroups in achievement and graduation rate on an annual basis. LEAs with a significant number or percentage of schools implementing targeted support and improvement plans may be eligible for special project technical assistance to support their improvement efforts. This technical assistance could come in the form of any of the following:

- Support from various SEA offices as they relate to the needs of said school in targeted support and improvement plan.
- Professional learning opportunities designed and provided by various SEA offices.

5. Disproportionate Rates of Access to Educators (*ESEA section 1111(g)(1)(B)*): Describe how low-income and minority children enrolled in schools assisted under Title I, Part A are not served at disproportionate rates by ineffective, out-of-field, or inexperienced teachers, and the measures the SEA will use to evaluate and publicly report the progress of the SEA with respect to such description.³

The SCDE is committed to ensuring that all students in South Carolina are taught by teachers who are effective, in-field, and experienced. To determine how low-income and minority children enrolled in schools assisted under Title I, Part A are not served at disproportionate rates by ineffective, out-of-field, or inexperienced teachers, the SCDE has defined those terms in South Carolina. For South Carolina, the following definitions will be used:

- A teacher is defined as any instructor who has been assigned students in a school or district's student information system for any period during a given school year. Included are teachers of record, virtual teachers, intervention providers, coaches, counselors, media specialists, or other professionals who have direct contact with students.
- An ineffective teacher is defined as a teacher on an annual or continuing contract who has received a Not Met rating for one year OR a teacher on an induction contract who has received a Not Met rating for a second year. Prior to its move to a new four-level teacher evaluation system in 2018-19, the SCDE will determine which levels will constitute a not met rating for future reporting.
- An out-of-field teacher is defined as a teacher who is teaching one or more courses or classes in a subject for which he/she does not have the appropriate certification. In

³ Consistent with ESEA section 1111(g)(1)(B), this description should not be construed as requiring a State to develop or implement a teacher, principal or other school leader evaluation system.

South Carolina, a teacher has the appropriate certification if he/she has a certificate in the area or a certification permit in the area.

- An inexperienced teacher is defined as a teacher who has three or fewer years of teaching experience as indicated on his/her South Carolina license. In South Carolina, districts may keep their teachers on induction contracts for up to three years.

Using these definitions, the SCDE will publish minimum standards for reporting of teacher data that will apply to all South Carolina public schools and districts, particularly those with Title I schools. These standards will ensure a baseline of comparable, accurate, and transparent reporting from all schools and districts in the state.

Baseline student-level data for the 2016–17 school year provided in Appendix E show that low-income and minority students in Title I schools are taught at disproportionate rates by ineffective, out-of-field, and inexperienced teachers. There is also disproportionality across schools in South Carolina. This disproportionality was first examined and addressed by the South Carolina State Plan for Equitable Distribution of Excellent Educators (State Equity Plan), approved by the USED in September 2015 based on 2013–14 school year data. Since then, the SCDE has successfully completed all of the strategies outlined in its 2015 plan. Most of the State Equity Plan strategies were designed to delve more deeply into the root causes of factors affecting teacher recruitment and retention; this information will continue to inform SCDE strategies with schools and districts moving forward as the agency works with districts to reduce disproportionalities across schools and for low-income and minority students enrolled in schools assisted under Title I, Part A.

Under ESSA, beginning in the fall of 2018, the SCDE Title I Office will publish an annual report, called the Access to Educators Report, detailing the yearly progress of the state in ensuring that all students – particularly low-income and minority students enrolled in schools assisted under Title I, Part A – are not served at disproportionate rates by ineffective, out-of-field, or inexperienced teachers. The report will contain that year's data aggregated across three levels, progress compared to previous years' data, evaluation of strategies implemented by the SCDE that year, and plans for future SCDE strategies based on data analysis and evaluation. The report will be made public on the SCDE website at <http://ed.sc.gov/data/reports>.

Measures central to the SCDE's annual Access to Educators Report will center around the disproportionality at three levels: 1) within schools served under Title I, Part A; 2) between Title I and non-Title I schools; and 3) across all South Carolina schools. At each level, focus will be on the rate at which low-income and minority students are taught by ineffective, out-of-field, or inexperienced teachers. Change in rates of disproportionality over time will be examined at each level.

As part of its work with the State Equity Plan, the SCDE has instituted a multi-agency State Human Capital Team and is working with the grant-funded State Human Capital Alliance to finalize state-level strategies to be implemented beginning in 2018-19. Work is a joint effort between the SCDE and other state agencies such as the Center for Educator Recruitment, Retention, and Advancement (CERRA), and is based on root causes of disproportionate rates established during the development and implementation of the State Equity Plan. SCDE members on the State Human Capital Team cross divisions and offices, including the SCDE Title I office, to ensure agency coordination

and clear communication. The goal of the State Human Capital Team is to ensure low-income and minority children in South Carolina are not served at disproportionate rates by ineffective, out-of-field, or inexperienced teachers. Title I, Part A funds may be used at the state level to support the development and/or implementation of strategies by the State Human Capital Team. As part of the Team's work, at minimum, the SCDE will provide South Carolina school districts with annual human capital reports which include information related to rates of disproportionality under ESSA, but also relevant working conditions and supply and demand data.

Districts with Title I schools that show significant discrepancies will be notified and targeted for SCDE support by the SCDE's Title I office, with the assistance of the State Human Capital Team, to address discrepancies as part of their district strategic plans and Title I plans. Part of that requirement will be a needs assessment that identifies root causes for the disproportionalities within Title I schools. The plan will be required to include specific strategies and objectives to address those root causes. To support plan development, the SCDE may provide professional development and/or technical assistance for principals, school counselors, and others in schools who assign students to course sections to ensure within-school disproportionality is minimized.

6. School Conditions (*ESEA section 1111(g)(1)(C)*): Describe how the SEA agency will support LEAs receiving assistance under Title I, Part A to improve school conditions for student learning, including through reducing: (i) incidences of bullying and harassment; (ii) the overuse of discipline practices that remove students from the classroom; and (iii) the use of aversive behavioral interventions that compromise student health and safety.

☒ Yes. If yes, provide a description below.

☐ No.

South Carolina has activities and requirements in place to reduce incidents of bullying and harassment, the overuse of discipline practices that remove students from the classroom, and the use of aversive behavioral interventions that compromise student health and safety.

Section 59-63-110 of S.C. law ("Safe School Climate Act") requires each district to adopt an anti-bullying policy and encourages all districts to implement anti-bullying initiatives. Each year the SCDE, in collaboration with the U.S. Attorney's Office, sponsors an Anti-Bullying Summit for students from around the state. Bullying experts provide anti-bullying strategies for victims and bullies while students are asked to develop plans to bring awareness to and, subsequently, reduce bullying in their respective schools. In December 2016, approximately 1000 students participated in the Anti-Bullying Summit.

South Carolina Alternative School Law 59-63-1300 requires districts to establish programs that will reduce the number of students who are expelled. Under the Education Improvement Act, districts are provided funds to operate alternative school programs to serve students who for behavioral or academic reasons are not benefitting from the regular school program or may be interfering with the learning of others. Additionally, training related to classroom management and positive behavior interventions is provided annually to Alternative School Program educators.

In 2009, the SCDE created a CyberSafety Task Force which was charged with developing a public awareness Internet safety program to design, develop, produce, and

distribute instructional materials and programs for classroom teachers and administrators. These Internet Safety Standards are the basis for this public awareness program and can be found at the following website:

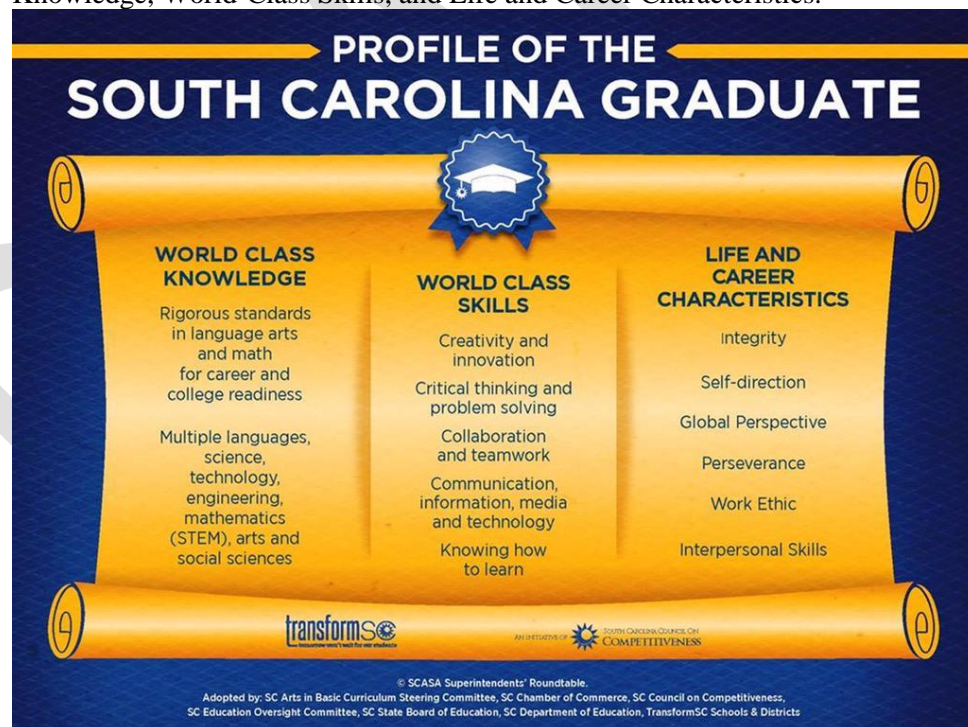
<http://www.ed.sc.gov/districts-schools/school-safety/internet-safety/internet-safety-standards/>

In addition to these strategies to improve school conditions for student learning, School Resource Officers are provided with classroom management, positive intervention, cultural diversity, de-escalation, and CPI training. The SCDE's Office of Student Intervention and Support also developed and distributed a behavioral matrix that outlines what discipline methods are appropriate for certain infractions.

7. **School Transitions** (*ESEA section 1111(g)(1)(D)*): Describe how the State will support LEAs receiving assistance under Title I, Part A in meeting the needs of students at all levels of schooling (particularly students in the middle grades and high school), including how the State will work with such LEAs to provide effective transitions of students to middle grades and high school to decrease the risk of students dropping out.

Well-Rounded and Supportive Education for All Students in SC

The SCDE is dedicated to ensuring that every student has equitable opportunities to meet challenging college-and-career-ready state academic standards and to graduate with skills consistent with the Profile of the South Carolina Graduate, which includes World-Class Knowledge, World-Class Skills, and Life and Career Characteristics.



Early Childhood, Graduation, College and Career Ready

South Carolina's continuum of support for students begins with the investment in the early years. Research is growing continually to back the investment in high quality early childhood programs. A recent University of Chicago study entitled *The Life-cycle Benefits of an Influential Early Childhood Program* (2016) found that the long-term

benefits of an effective early childhood program showed benefits in quality of life, future earnings, general IQ, crime and higher education, especially for low-income families. In addition, the study, which followed participants through their mid-30's, established that there was a 13 percent return on an investment into early childhood programs. In addition, the *High Scope Perry Preschool Study* found that students who had attended high quality preschool programs earned up to \$2,000 more per month than those students who had not attended a high-quality program. These same students were more likely to graduate from high school, hold down a job, and have longer marriages.

The state of South Carolina funded full-day kindergarten for all five-year olds more than twenty years ago. In 2006, the S.C. General Assembly made a significant investment in early childhood education by funding the Child Development Education Program, a full-day preschool program for at-risk children who are four by September 1st and income eligible (based on Medicaid or Free or Reduced Lunch eligibility). In 2014, Act 284, the Read to Succeed Act, was created; and the funding was codified for the Child Development Education Program, renamed South Carolina Child Early Reading Development and Education Program (CDEP). As of 2015–16, 61 of 82 school districts meeting the Poverty Levels of 70 percent or higher are funded for the full-day 4K program. The state provided additional funding for the expansion of CDEP classrooms in 2014–15, 2015–16 and 2016–17 to broaden the accessibility of high quality preschool for children at-risk of school failure. As of 2015–16, the full day CDEP funds approximately 13,679 4K students in public schools and approximately 2,600 4K students in private child care centers, and the non-CDEP districts' preschool programs serve a total of 12,124 students for an estimated total of 25,803 in public schools and a total of 28,403 in state-funded 4K.

CDEP legislation requires that both public and private sectors are licensed by the Department of Social Services (DSS) meeting the state's health and safety standards for child care programs. CDEP programs are required to follow the CDEP Guidelines to meet higher than the minimum program standards following best practices in early childhood education including a research-based curricula and assessments. The SCDE administers and supports the public CDEP sites with site visits and technical assistance and the South Carolina Office of First Steps does the same for the private child care providers. The SCDE's Office of Early Learning and Literacy funds professional development for CDEP educators in public schools, and First Steps funds professional development for the private providers. DSS funds the staff to monitor and license the CDEP classrooms. In addition, DSS administers the Child Care Development Block Grant (CCDBG), which funds the Center for Child Care Career Development, and the TEACH scholarships which supports the on-going professional development of CDEP staff. There are collaborative efforts across state agencies to provide joint professional development for early childhood educators and to leverage funding. One such effort was to provide professional development for preschool teachers across the state on strategies for meeting the needs of preschool Dual Language Learners.

State EIA funds preschool services in the 21 districts which do not receive CDEP state funds. Districts are required to provide a minimum of one half-day preschool program; however, most of the 21 districts supplement the state EIA funding with local funds to offer more access for preschool services. In some school districts, there are partnerships with Head Start and/or First Steps County Partnerships to blend funding to provide early childhood programs and services for young children with the common goal of preparing

students for transitioning into 5K with the readiness skills and aptitudes needed to be successful.

Additionally, the state funds Readiness Assessments for all 4K and 5K students in publically funded programs to start early with the building of the bridge for a Pre-K to 3rd grade continuum and to support the transition from Pre-K to 5K and 5K to first grade.

Understanding the need to concentrate efforts toward prioritizing learning in early childhood and connecting that learning beyond the early years, South Carolina is in the process of updating their Early Learning Standards for young children under the age of five. The current standards, the *S.C. Good Start, Grow Smart Standards for 3– 5 Year Olds*, were developed in 2006 in partnership between the State Child Care Administrator and the State Department of Education to develop three-year-old and four-year-old student standards which aligned to the SCDE existing 5K standards. In 2008, the Division of Early Care and Education at the South Carolina Department of Social Services took the lead on developing the South Carolina Infant-Toddler Guidelines. In 2013, the South Carolina Department of Social Services, which administers the state's CCDBG, took the lead to engage national early childhood and standards experts to complete an in-depth research analysis of the state's current early learning standards. From this analysis, their recommendations provided the foundation as work on the revisions to the early learning standards began with stakeholders across sectors providing input. The on-going work on the new Early Learning Standards has merged the Infant-Toddler Guidelines with the preschool standards into one document to have a continuum from birth up through preschool. The stakeholders working together to revise the standards represent a wide group of early childhood sectors and state agencies.

In addition to creating new early learning standards, the SCDE Office of Standards and the Office of Early Learning are supporting the work by completing an alignment with the 5K College-and-Career Ready Standards. Current research provides evidence of the merits of establishing a framework to align standards, curriculum, instruction and assessment to bridge the achievement gap from birth to grade twelve. Per the National Governors Association (NGA, 2012), "Developing more aligned PreK–3 standards would establish a more coherent learning pathway from birth through the early elementary years, with expectations about children's learning and development that are shared by both ECE [early childhood education] and public schools." Following the adoption of the new set of standards in March 2017, there will be a year-long roll-out of professional learning opportunities for early childhood educators across sectors.

As required by Act 86, Chapter 36 of Title 59, the Office of Special Education Services (OSSES) develops and publishes an annual report that summarizes programs and services provided to preschool students with disabilities.

Act 284, the Read to Succeed Act, established guidelines to encourage districts and schools to create partnerships with families and communities to support literacy. These decisive steps are included in SC's State Reading Plan:

"...foster partnerships to communicate Read to Succeed goals and to promote literacy achievement from birth to grade 12 through collaboration efforts with stakeholders that include community organizations, businesses, and state agencies."

The research supports that family engagement continues to be important for not just the early grades, but all through elementary, middle, and high school. Parental involvement is directly linked to student engagement in learning for all students; and there is research that indicates this is particularly important for African American and Latino youth (Garcia-Reid, et al., 2005; Richman, Rosenfield, & Bowen, 1998). Many families do need guidance to understand how they can be most effective in helping their children succeed at each of these levels. Several decades of research show that family engagement is a key element of a successful district or school literacy initiative. The SCDE and its state-level partners will work to provide districts and schools with access to the research-based activities and practices that will help build parent capacity to partner effectively with their schools in supporting improved student literacy. To be effective, family engagement activities and programs should be strategically linked to one another and embedded throughout the components of a district or school literacy plan, not treated as add-ons or unconnected, one-time activities.

In addition, the CDEP for state funded full-day 4K has developed CDEP Guidelines that include best practices in parent and family engagement strategies. CDEP funds can be used to implement these strategies, which include two required annual parent-teacher conferences, and recommend home visits. Professional development on the Readiness Assessments provided by the SCDE imbeds family engagement strategies for early childhood educators on early language and literacy tips for families and for sharing assessment data.

To further assist students in transitioning, the Education and Economic Development Act of 2005 (EEDA) requires that all schools implement the South Carolina Comprehensive Developmental Guidance and Counseling Program Model (CDGCPM), which provides the framework for a developmentally appropriate guidance and counseling program that addresses the intellectual, emotional, social, and psychological needs of individual students as they are guided through the educational process.

To assist schools in providing more individualized academic, social, and career development support to students as they transition at critical junctures in the educational process, the SCDE provides funds to all districts. These funds, specifically allocated to support the salaries and benefits of career specialists, are used to decrease the student-to-guidance personnel ratio in middle and high schools to 300:1. Additionally, S.C. Code Ann. § 59-59-105 outlines the following duties to be performed by career specialists:

1. coordinate and present professional development workshops in career development and guidance for teachers, school counselors, and work based constituents;
2. assist schools in promoting the goals of quality career development of students in kindergarten through twelfth grade;
3. assist school counselors and students in identifying and accessing career information and resource material;
4. provide educators, parents, and students with information on career and technology education programs offered in the district;
5. support students in the exploration of career clusters and the selection of an area of academic focus within a cluster of study;
6. learn and become familiar with ways to improve and promote career development opportunities within the district;
7. attend continuing education programs on the certified career development facilitator curriculum sponsored by the State;
8. assist with the selection, administration, and evaluation of career interest inventories;

9. assist with the implementation of the district's student career plan or individual graduation plan (IGP);
10. assist schools in planning and developing parent information on career development;
11. coordinate with school counselors and administration on career events, career classes, and career programming;
12. coordinate community resources and citizens representing diverse occupations in career development activities for parents and students; and
13. assist with the usage of computer assisted career guidance systems.

The continuum of support continues through middle school as eighth graders and their parents/guardians meet with school counseling personnel to develop an IGP. The IGP is intended to help students better understand the alignment between their academic course selections and their career aspirations. High school students are provided guidance and curricula that enable them to successfully complete their IGPs, preparing them for a seamless transition to relevant employment, further training, or post-secondary education. High school students continue to receive support and guidance as they develop an IGP that aligns their career goals with their course of study, ensuring that they meet the requirements for graduation including experience-based, career oriented learning experiences (e.g., internships, apprenticeships, mentoring, co-op education, and service learning).

Students will develop IGPs that align career goals with their courses of study; that include core academic subjects to ensure that the students will meet the requirements for graduation; that include experience based, career oriented learning experiences (e.g., internships, apprenticeships, mentoring, co-op education, and service learning); and that allow a students to change their courses of study, but are sufficiently structured to meet graduation requirements and admission requirements for post-secondary education. The Education and Economic Development Coordinating Council made recommendations to the South Carolina Commission on Higher Education (CHE) regarding course work that is acceptable statewide for dual enrollment. Dual enrollment college courses offered to high school students by two-year and four-year colleges and universities must be equivalent in content and rigor to the equivalent college courses offered to college students and taught by appropriately credentialed faculty. These EEDA components complement the stated purposes and priorities of Perkins IV to ensure that students achieve challenging academic and technical standards and prepare for high-skill, high-wage, or high-demand occupations in current and emerging professions. South Carolina will use the Perkins funds to enhance the statewide implementation of the EEDA to increase student achievement through rigorous and relevant career and technical education programs at both the secondary and post-secondary levels.

South Carolina Academic standards are statements of the most important, consensually determined expectations for student learning in a particular discipline. The review and revision of South Carolina academic standards are conducted on the basis of criteria developed jointly by staff members of the SCDE and the Education Oversight Committee (EOC). The criteria encompass the areas of Comprehensiveness/Balance, Rigor, Measurability, Manageability and Organization/Communication. As a distillation of those criteria, the following principles provide the foundation for the review and revision process:

- The standards define what all students should know and be able to do.
- The standards are aligned with national and world-class standards.

- The standards serve as the basis for decision making and educational policy development.
- The standards provide the foundation for the development of curricula at the district level.
- The standards serve as the basis for the development of objective and reliable statewide assessments.
- The content knowledge and skills described in the standards reflect the recognized essential concepts and basic knowledge of the particular discipline.
- The standards are clear, jargon free, appropriate for the particular grade level, complete, and comprehensible to all audiences: educators, policy makers, parents, students, and the general public.
- The standards are rigorous—that is, both demanding and precise, requiring students to master challenging intellectual content and processes—and include indicators that identify the cognitive process and knowledge dimensions from the revised Bloom’s taxonomy.
- The number and scope of the standards for each grade level ensure that they are manageable for teaching and student mastery within an academic year.
- The standards are written at a level of specificity that will best inform instruction, neither so narrow as to be trivial nor so broad as to be meaningless.
- The standards reflect an appropriate balance of content knowledge and skills.
- The standards are aligned across the grade levels for content knowledge and skill development.

Strategies

- The SCDE provides statewide professional learning opportunities (PLOs) by content and grade-band to support effective teaching of the standards.
- The SCDE provides regional, district, and/or school-specific PLOs based on an as-needed basis.
- The SCDE develops resources to support the development of effective curricular, instructional, and assessment materials to support student learning.
- The SCDE maintains a website to electronically house all PLOs and resources tied to standards implementation.

Timeline

All students, guidance personnel, and educators have access to the South Carolina Occupational Information System (SCOIS), an on-line system that provide users access to specific information about colleges nationwide, occupation wages and forecasts, and financial aid options, along with career assessments and videos. SCOIS also has career-related lesson plans for educators and career guidance tools for parents.

During 2016, SCOIS added or updated several features to create an even more comprehensive system. For example, all career assessments were updated and improved to align with current career trends; a workplace employability skills assessment was added to address soft skills; Financial Football was added to address financial literacy; Career Trek was added to give elementary students additional career exploration and career interest inventory options; Roadtrip Nation was added to connect students virtually to leaders, musicians, artists, and other individuals with similar interests; and College Scorecard was added to provide students easier access to more comprehensive information about individual colleges and universities, including average student debt for current students and average earnings of graduates. Additionally, over 2,000 pages of

curriculum and a Curriculum Toolbox were added to assist educators in meeting the needs of all students. All curriculum is aligned with current state academic standards and/or standards recommended by the American School Counseling Association.

Programs of Study for all Students

With the implementation of the EEDA, the Office of Career and Technology Education identified programs of study and developed templates highlighting seamless pathways from secondary to post-secondary education that could be offered as options to students when planning for and developing their IGPs. These program-of-study templates represent sixteen career clusters and courses aligned with challenging academic standards.

Using the National Center for Education Statistics (NECS) Classification of Instructional Program (CIP) codes, the sixteen secondary clusters were aligned with the post-secondary clusters to determine potential paths of study for all students. There are statewide initiatives in place that will foster continued collaboration between secondary and post-secondary institutions to keep the programs of study aligned with post-secondary and the workforce. These are also areas where South Carolina is committed to establishing programs that lead to industry-recognized certificates, diplomas, or associate degrees. The OCTE will continue to improve and expand the CATE courses and programs offered in grades seven through twelve. The secondary CATE courses and programs that are eligible to receive assistance with the Perkins funds are listed and updated annually in the CATE student reporting procedures manual posted on the SCDE Web site. State-approved CATE courses and programs are organized by career cluster and are assigned course codes and CIP codes to ensure accountability for the uses of the Perkins funds. Perkins funds are used to support a wide range of degree, diploma, and certificate programs at the post-secondary level. Students may choose to enroll in one of more than 1,000 programs (72 degrees, 25 diplomas, and 1,021 certificates) that are grouped into the following clusters: agriculture, business, computer technology, engineering technology, health science, industrial technology, and public service. The SCTCS, college administrators, faculty, and staff will continue to use Perkins funds to support the development of new courses and the enhancement of current program offerings. The OCTE will continue to provide leadership for the development, improvement, and expansion of technology in CATE programs, using both Perkins funds and state funding targeted for these initiatives. CATE programs that receive federal and state funds must be supported by advisory committees with representatives from business and industry to ensure program relevancy to the technological workplace. In addition, the OCTE strongly encourages eligible recipients to seek and obtain national or industry certification for CATE programs, which often requires expanding and improving access to appropriate technology in these programs.

Timely and proper identification of qualifying migratory students is the base of The Title I, Part C's support to ensuring the continuum of a student's Pre-K–12 education. The SEA currently employs two full-time and one part-time state level regional recruiters, with one of them also working part-time as the state Identification and Recruitment Coordinator. The state level recruiters determine and establish eligibility for migratory students less than 22 years of age via a face-to-face interview with the student or the parent/guardian that usually occurs at the students' current residences. The recruiters follow up on MSIX notifications and notifications from crew leaders, guardians, students, and school personnel. Eligibility is documented via an approved USED Office of Migrant Education (OME) Certificate of Eligibility (COE) which includes the minimum

data elements (MDE). Due to the high mobility of migratory children/youth the COE can be used as proof of residence. COEs are sent within one week of their obtainment to the SC Title I, Part C Education of Migratory Children Program (MEP) State Data Specialist who introduces the COE data elements into the state migratory student database which uploads nightly to the national migrant student information exchange database. Other needs are identified during a face-to-face interview process by the recruiter with parents/guardians. The McKinney Vento Program and the Title I, Part C program have collaborated to create an occupation survey to screen for Homeless and/or migratory eligibility. This tool can be used in school enrollment packets to identify students. In an effort to ensure proper identification of migratory students and their inclusion as automatically categorically eligible students, communication between schools and migratory families, school readiness, educational support for parents/guardians of migratory students, and prevent dropout of migratory students, South Carolina developed four main goals for migratory students in its CNA/SDP. The next CNA/SDP is for SY2017–18 and will be conducted under OME guidance. The current goals are as follows:

- Increase the percentage of migratory students passing the English language arts (ELA) state standardized test (i.e. strategies include small group and individualized instruction, staff development for teachers on meeting migratory students' ELA needs, in-service and technical assistance to schools regarding identification of MEP students, proper procedure for documentation, and provision of needed resources);
- Increase in the percentage of migratory students passing the math state standardized test,
- Improve school readiness of migratory children (i.e. strategies include informing parents prior to leaving to bring records or educational information to document academic progress, establish relationships with the sending states to receive records prior to the school year ending, marry the state and national migrant student databases with East Coast (ChildPlus)/PowerSchool to assist with accurate assessment and grade level, collaborate with local agencies); and
- Increase the high school graduation rate and better prepare migratory students for success after graduation (i.e. strategies include outreach efforts to school principals, monitoring student graduation rates, reviewing courses and number of credits for students, contacting Guidance Counselors for a plan of action for credit accrual and graduation, monitoring high school students for progress every semester).

The SEA requires each LEA to have EL Accommodation Plans in place for all qualifying EL students. These plans are student specific and are in place to ensure support for the student at each grade level K–12, until they meet Fully English Proficient status based on the state criteria referenced in section 6.2. In addition, the SEA requires that LEAs monitor exited students for a period of two years to ensure support is maintained for those students who may still need assistance after exiting a formal EL program.

The SEA also supports ELs by monitoring districts to ensure that federal Office of Civil Rights (OCR) obligations are met for all EL students, which includes no retentions of EL students based on language proficiency. All LEAs must have supporting evidence of EL retentions to show that language was not a deciding factor in retention. In addition, students must be allowed to complete coursework to earn a high school diploma until their 21st birthday.

The *Profile of the South Carolina Graduate* places an emphasis not only on rigorous standards in language arts and math, multiple languages, science, technology, engineering, mathematics (STEM), arts, and social sciences, but on world-class skills and life and career characteristics for all students, as well. World-class skills, such as creativity and innovation, critical thinking and problem solving, collaboration and teamwork, communication, information, media and technology, and knowing how to learn are essential skills to prepare learners for life after high school graduation. Life and career characteristics such as integrity, self-direction, global perspective, perseverance, work ethic, and interpersonal skills are also necessary for success in college, careers and citizenship.

Supporting At-Risk Students

Students who are identified at-risk of not meeting South Carolina academic standards are given many opportunities for success. Schools in South Carolina provide a multi-tiered system of supports framework, which is a research and evidence-based instructional model provided to all students in academic and behavior areas. RTI identifies students who are not meeting standards, plans and provides research and evidence based interventions for those not achieving, closely monitors the progress of targeted students, and intervenes at a higher level if students do not progress toward age-appropriate levels. Additionally, all districts in the state are required to offer a summer reading camp to all identified third grade students who are not reading proficiently on grade level. Identified students have opportunities to receive small group and individual instruction by highly effective teachers who have experience in working with struggling readers to work on their reading, writing, listening, and researching skills.

Under the Education Improvement Act and in accordance with South Carolina Alternative School Law 59-63-1300, districts are provided funds to operate alternative school programs to serve students who for behavioral or academic reasons are not benefitting from the regular school program or may be interfering with the learning of others. Under these programs, students are served in lieu of expulsion from the school setting. During the 2014–15 school year, 7,830 students were served in the alternative school learning environment.

In the alternative school programs, professional development is provided in classroom management, behavioral intervention strategies, strategies for working with at risk students, and enhancing the use of technology in the classroom.

In November 2015, the Safe Schools Taskforce was established by State Superintendent of Education Molly M. Spearman. The taskforce was charged with examining current school policies and educator and law enforcement training criteria and making recommendations as to best practices to ensure safe school climates throughout the state.

The taskforce recommended the following changes to improve school climate and safety:

- The SCDE shall provide access to best practice, evidence based interventions for students, teachers, administrators, and SROs. These should be made available online.
- The SCDE recommends the following to be included in the training of SROs: classroom management, positive intervention, cultural diversity, de-escalation, and CPI training.
- The SCDE shall offer an overview of new discipline regulations along with positive intervention and frameworks to incoming principals during their initial training.

- The SCDE recommends that teachers and principals receive comprehensive training on the progressive behavior plan. Alternative certification requirements should include the same training.

The Taskforce developed a behavioral matrix that includes an emphasis on developing more interventions and restorative justice practices before students are suspended for lower level offenses.

The Education and Economic Development Act of 2005 (EEDA) was passed to ensure that students are prepared for the next grade level or to prevent them from dropping out of school. These students exhibit one or more academic or behavioral traits that place them at-risk of not succeeding in school. In order to address the needs of these students, schools are required to implement evidence-based strategies and /or models that will alleviate any identified deficiencies. Ultimately, the goal of EEDA funds is to assist schools in helping to transform students into citizens that have the skills, knowledge, and abilities to compete in a global society. Schools/school districts compete for funding by submitting a grant proposal that outlines the specific needs of their students along with models, strategies, and/or activities that will assist the student in overcoming these barriers.

The EEDA programs take on various forms in order to deal with the different needs of students from around the state. Dependent upon the schools grant proposal, students may visit colleges/universities, receive additional academic assistance, recover class credits, or participate in hands-on technology projects. In attempts to remedy behavioral issues, schools can provide mentors, one-on-one counseling sessions, as well as offering classes on conflict resolution. Programs for parents may also be included in a schools project to discuss parent-child conflict resolution, literacy, and financial counseling. Even though at-risk students' issues may be different, the programs throughout the state attempt to provide a holistic approach to ensure that they become high school graduates prepared for the 21st Century workforce.

English Learners

The Office of Federal and State Accountability Special Populations, Title III is responsible for the oversight of the language instruction of limited-English proficient and immigrant students. This program engages in the following strategies to ensure successful language instruction:

- Administers grant programs that help children develop proficiency in English and achieve high content standards;
- Recommends policies and promotes best practices for meeting the needs of English language learners;
- Strengthens collaboration and coordination among federal, state, and local programs serving English language learners; and
- Monitors funded programs and providing technical assistance that addresses outcomes and accountability.

The SCDE requires that all districts administer a home language survey to parents/guardians of students in K–12 which asks, at a minimum, what the first language the child learned to speak was, what language is most often spoken in the home, which language the parent(s) would like to receive communication from the school in, and the birth country of the child. If the child's first language is something other than English,

the district must administer an initial language proficiency screening test within ten days.

1. The SEA strategy is to follow Federal Department of Education guidelines for student teacher ratio in classes with EL, the identification of EL, adequate service to ELs and professional development for EL and regular classroom teachers working with ELs.
2. The SEA rationale is to develop English Language Proficiency so students can meet the challenging academic standards of the state and earn a high school diploma.
3. The SEA timeline is on track to administer the EL program for the 2017–18 school year.
4. The SEA funding is in place. Title III funds for all districts are in place. Funding is based on language proficiency levels and 135th day data.

Children with Disabilities

The SCDE, Office of Special Education Services (OSES), is responsible for improving educational results and functional outcomes for all students with disabilities in the state and for ensuring that LEAs and state operated programs (SOPs) meet program requirements under the Individuals with Disabilities Education Act (IDEA). The OSES provides professional development that focuses on building the capacity of LEAs and SOPs to reduce the achievement gap and enable all students with disabilities to graduate college and be career ready. The SCDE is committed to ensuring that each student with a disability receives a free appropriate public education, achieves positive academic and social emotional outcomes, and gains world class skills, knowledge, and behaviors to continue their education, to be competitively employed and to live independently after they leave school. In this mission, the SCDE's OSES has a guided strategic plan that addresses four main goals:

1. Supporting state efforts to ensure that preschoolers with disabilities start school ready to learn;
2. Supporting state efforts to ensure that students with disabilities achieve at higher outcomes;
3. Ensuring that students with disabilities and their families receive positive supports, resources, and services; and
4. Ensuring that youth and young adults obtain meaningful post-secondary services for continued education, employment, and independent/community living.

Detailed information about the various activities that are carried out for students with disabilities are set forth in South Carolina's Annual Performance Report (APR) and the State Performance Plan (SPP) which is submitted to the Office of Special Education Programs (OSEP) annually. Copies of the plans are available at <http://ed.sc.gov/districts-schools/special-education-services/fiscal-and-data-management-fdm/data-collection-and-reporting/state-performance-plan-and-state-determinations>.

Ensuring Educational Stability for Foster Care Students

Children and youth in foster care are more likely than their peers who are not in foster care to experience adverse educational outcomes, including academic achievement in reading/language arts and math, grade retention, high school graduation, and post-secondary enrollment due to high mobility and lack of educational stability. The SCDE supports LEA's as they address these challenges and ensures educational stability for children and youth in foster care by engaging in the following strategies:

- Identifying a point of contact at the SCDE to ensure that districts are trained and kept up-to-date regarding Federal legislation as it relates to Foster Care Children and Youth;
- Building collaborative partnerships with the State Department of Social Services to establish and distribute uniform, statewide policies regarding best interest determination and transportation dispute resolution processes;
- Fostering collaborative partnerships with existing programs that focus on behavioral, consumer, natural, physical, and social sciences. The Office of Career and Technology Education Family and Consumer Sciences courses emphasize relationship building, coping, problem-solving, decision-making skills, nutrition, chemical reactions, spatial planning, environmental issues, and the well-being of families, individuals, and communities.
- Working collaboratively with the State Department of Social Services to develop resources for LEAs and local child welfare agencies such as the following: A Checklist for Decision Making Regarding Best Interest in School of Origin Decisions, Best Interest Determination for Foster Care School Placement forms, and Immediate Enrollment of Child in Foster Care forms;
- Identifying a point of contact at each LEA to collaborate with local child welfare services to ensure (1) that a child in foster care will enroll or remain in the child's school or origin, unless a determination is made that it is not in the child's best interest to attend that school; (2) that if a determination is made that it is not in the child's best interest to remain in the school of origin, the child will be immediately enrolled in a new school, even if the child is unable to produce records normally required for enrollment, and (3) that a new (enrolling) school immediately contacts the school of origin to obtain relevant academic and other records;
- Maintaining a complete listing of each LEA's foster care point of contact on the SCDE website;
- Providing training in partnership with the State Department of Social Services to LEA foster care point of contacts and local child welfare agency point of contacts regarding uniform guidelines and the development of LEA written transportation procedures governing how transportation to maintain children in foster care in their school of origin when in their best interest will be provided, arranged, and funded for the duration of the time in foster care; and
- Developing checklists to be used during the Title I, Part A monitoring of LEAs.

VirtualSC

South Carolina's statewide virtual school program, VirtualSC, offers rigorous, standards-aligned online options to students in grades 7–12 to assist schools in supporting their students and support appropriate promotion practices and decrease the risk of students dropping out. VirtualSC courses are exempt from a seat time requirement and allow students to move through courses based on mastery of academic content. Students can supplement their coursework with courses at a variety of academic levels (Advanced Placement (AP), Honors, College Preparatory and Credit Recovery) to assist them with staying on schedule to graduate and prepare for post-secondary education or a career. All students in grades 7–12 have access to a complete course catalog that includes the following subject areas: CATE, social studies, English, fine arts, health/physical education, world languages, mathematics, and science. VirtualSC, which is funded through state funds allocated by the General Assembly, is providing an equitable option for all public, private, home school, and Adult Education students. VirtualSC also offers a variety of resources directly to schools in order to support appropriate promotion

practices.

VirtualSC will continue to develop and offer a variety of online courses that impact student abilities to stay on track to graduate or take courses of interest toward their high school diploma. VirtualSC will increase student and school participation with a variety of resources, to include the following: Elementary Keyboarding, Test Preparation resources, and EdReady used to improve basic math and ELA skills. These resources and online courses are offered at no cost to all students in South Carolina.

Gifted and talented students may be identified and served in grades one through twelve. Census screening by the SEA is done in second grade and encouraged by LEAs annually. Students have access to GT classes grades three through twelve, International Baccalaureate Programs (limited schools), and AP courses in all high schools. Students in rural schools or schools with limited resources have access to AP classes through VirtualSC.

Supporting Students through Family and Community Engagement

Research continually highlights the fact that families have major influences on their children's achievement in school and throughout life. Regardless of income or background, students whose families are involved are more likely to engage in the following:

- Earn high grades and test scores, and enroll in higher-level programs;
- Pass their classes, earn credits, and be promoted;
- Attend school regularly; and
- Graduate and go on to post-secondary education.

An LEA that receives a Title I, Part A allocation of greater than \$500,000 must reserve not less than one percent of its Title I, Part A allocation to carry out the provisions of section 1116, including promoting family literacy and parenting skills. The SCDE's Office of Federal and State Accountability monitors Title I, Part A LEA and schoolwide plans yearly to ensure that parents, families, and communities play an integral part in this process. LEAs also receive onsite monitoring visits every three years to ensure compliance. In addition, the SCDE Office of State and Federal Accountability offers resources such as online Family Engagement Toolkits, training opportunities at state and local conferences, program evaluation tools, on-site assistance, and is in the process of developing regional parent and family engagement sessions for educators and families to assist in their family and community engagement efforts.

Title I, Part A provides family and community engagement opportunities at every level of the program, including the development and implementation of the state, district, and schoolwide plans. LEAs that receive funds under Title I, Part A must plan and implement these programs, activities, and procedures with meaningful consultation with parents/guardians of children participating in Title I, Part A programs. LEAs must also develop a written parent and family engagement policy that establishes the LEAs expectations for family and community involvement that is developed jointly with, and agreed upon with, the parents/guardians of children participating in Title I, Part A programs.

In addition to the support offered by the Office of Federal and State Accountability, the SCDE recently created the Office of Family and Community Engagement (FACE), which

seeks to identify strategies that are inclusive, encouraging, and effective in initiating and sustaining positive school-parent/guardian partnerships. By establishing partnerships with other state agencies, the School Improvement Council, institutions of higher education, civic organizations, and churches throughout the state, the SCDE will increase its efforts in connecting community resources to support schools in engaging families. The Office of FACE will provide access to parent resources, links to professional development seminars, and will continue to explore research on best practices to engage families in the academic achievement and success of their children.

Additional Parent, Family, & Community Engagement Strategies

- Funding to support 21st Century Community Learning Centers;
- CDEP guidelines which include best practices in parent and family engagement strategies;
- SCDE professional development on Readiness Assessments, which includes family engagement strategies for early childhood educators on early language and literacy tips for families and for sharing assessment data; and
- The SCDE Office of State and Federal Accountability resources, such as an online family engagement toolkit, training opportunities at state and local conferences, program evaluation tools for family and community engagement programs, and on-site assistance to schools and districts wishing to improve family and community engagement efforts.

Supporting Children and Youth Experiencing Homelessness

The McKinney-Vento State Coordinator provides professional development to LEA liaisons and other LEA personnel on homeless children and youth that focuses on building the capacity of LEAs to reduce the achievement gap and enable all children and youth living in transition to meet the Profile of the SC Graduate as college and career ready. This professional development includes the academic and non-academic needs of homeless children and youth.

McKinney-Vento Homeless Children and Youth in South Carolina score significantly less on statewide assessments compared to all students. Additionally, in 2014, a greater percentage of homeless youth (16 percent) dropped out of high school as compared to the overall population (2.6 percent). These and other academic and non-academic measures will continue to be monitored to understand the challenges and target technical assistance to support LEAs.

The needs of homeless students can be thought of in three ways. First are the *affective needs*. These needs include a sense of belonging, caring, and a supportive and nurturing atmosphere. With affective needs, educators, schools, and districts should help students develop a sense of belonging, intrinsic motivation, and attend to emotional needs.

The second need includes *academic needs*. Homeless students have academic needs that are sometimes overshadowed by other needs. With academic needs, educators, schools, and districts should focus on academic achievement and working towards academic progress.

Technical needs include those areas of assistance such as assistance with outside organizations, homeless shelters, housing, food, clothing, etc. With technical needs, educators, schools, and districts should focus on the outside needs of homeless students

such as assistance with food, housing referrals to agencies, and consider relationship with parents in working with students.

Homeless and Highly Mobile (HHM) students, changing schools is accompanied by a variety of negative emotional, social, physical, psychological, and academic effects. Other teaching and classroom strategies to assist teachers of HHM students include:

- Realigning Their Own Perceptions,
- Improving the Classroom Environment/Culture,
- Improving the Academic Performance of HHM Students,
- Improving the Curriculum for HHM Students, and
- Increasing Social Engagement.
- Working collaboratively and expanding on the existing service for Military connected children that offer training for counselors and career specialists.

As a new strategy, the McKinney-Vento State Coordinator will begin providing professional development to LEA liaisons and other LEA personnel on Trauma Informed Care. Recent research on the brain and trauma provides a new paradigm to schools and educators working with children and youth who are experiencing homelessness. Understanding how trauma impacts brain development puts harmful behaviors and destructive thinking patterns in context, and gives helpers and educators a roadmap for building relationships, programs, and school environments that promote healing, growth, and educational excellence.

The McKinney-Vento State Coordinator shall work with the Career Specialist Services to increase awareness among school counselors of the need to assist homeless youths receiving appropriate credit for full or partial coursework and to provide credit recovery. The State Coordinator shall also provide school counselors with training regarding the need to assist all homeless students in preparing for college and careers. As a new strategy, a Higher Education Network to support McKinney-Vento students applying and entering college will be developed.

The McKinney-Vento State Coordinator encourages LEAs to provide opportunities for homeless students to enroll in Advanced Placement Courses, International Baccalaureate Programs, Dual Enrollment Programs, Gifted and Talented Programs, and other academic programs. LEAs are encouraged to assist homeless students in participating in Fine Arts Programs. LEAs are encouraged to reach out to the local community to provide items needed for participation in extra-curricular activities, including athletic gear, musical instruments, and other tools or equipment as necessary.

Timeline: Identifying and meeting the academic and non-academic needs of children and youth living in transition is an on-going dynamic practice.

Funding Source: McKinney-Vento and Title I, Part A funds are utilized to best leverage resources, maximize services, and minimize duplication of efforts.

The Title I, Part C staff have actively provided professional development, and will continue its commitment to do so as it's way of supporting equitable access to a well-rounded education for migratory students. Included in Title I, Part C PD is explaining the program, advocating for migratory students, and explaining the Seven Areas of Concern

for Migratory Students identified by the Federal Office of Migrant Education at USED. Title I, Part C staff have presented at state and local PD events for the following programs: Title I, Part A; Title III/ESOL; McKinney-Vento Homeless; Adult Education; Special Education; Summer Feeding Program; Migrant Health; Migrant Head Start; WIOA; LEAs; non-profits; faith based groups; etc.

DRAFT

B. Title I, Part C: Education of Migratory Children

1. Supporting Needs of Migratory Children (*ESEA section 1304(b)(1)*): Describe how, in planning, implementing, and evaluating programs and projects assisted under Title I, Part C, the State and its local operating agencies will ensure that the unique educational needs of migratory children, including preschool migratory children and migratory children who have dropped out of school, are identified and addressed through:
 - i. The full range of services that are available for migratory children from appropriate local, State, and Federal educational programs;
 - ii. Joint planning among local, State, and Federal educational programs serving migratory children, including language instruction educational programs under Title III, Part A;
 - iii. The integration of services available under Title I, Part C with services provided by those other programs; and
 - iv. Measurable program objectives and outcomes.

The Title I, Part C Program implements a statewide system of Identification and Recruitment (Id&R) of eligible migratory children and youth on a statewide basis via the use of state level regional recruiters who oversee the training of local operating agencies' (LOAs) recruiters. The SCDE currently employs two full-time and one part-time state level regional recruiters, with one of them also working part-time as the state Id&R Coordinator. The state level recruiters determine and establish eligibility for migratory students younger than 22 years of age via a face-to-face interview with the student or the parent/guardian that usually occurs at the students' current residences. This process includes preschool, out-of-school, K–12 students, and migratory students that have dropped out of school. Eligibility is documented via an approved USED Office of Migrant Education (OME) COE that includes the minimum data elements (MDE). Due to the high mobility of migratory children/youth, the COE can be used as proof of residence. COEs are sent within one week of their obtainment to the SC Title I, Part C Education of Migratory Children Program (MEP) State Data Specialist who introduces the COE data elements into the state migratory student database (MIS2000), which uploads nightly to the National Migratory Student Information Exchange (MSIX) database.

Furthermore, to bolster the statewide system of identification and recruitment, the state's Education for Homeless Children and Youth (a.k.a. McKinney-Vento) Program and the Title I, Part C program have collaborated to create an occupational survey to screen students for homeless and/or migratory eligibility. This tool can be used in school enrollment packets to identify students. The state recruiters follow up on possible migratory students to verify their eligibility. The recruiter identifies other needs during a face-to-face interview with the parents/guardians or emancipated youth.

The Title I, Part C Program implements several quality control measures for ensuring proper identification for migratory children and youth. Recruiters and LOA staff are provided annual training which includes cultural competency components based on the cultural and linguistic data collected from the field and training on how to obtain the MDEs required for eligibility determinations. State recruiters are assessed annually via a formal infield observation evaluation with an evaluation tool based on recruiter responsibilities signed at the beginning of the year. LOAs' quality compliance is verified via on-site monitoring using a monitoring instrument based upon OME's instrument for SEAs, which includes quality control components as legally required and includes formal

processes for resolving eligibility questions. The state level Title I, Part C staff complete annual re-interviews for quality control and conduct independent re-interviews triennially; details are in the SC MEP 2014 Id&R Manual which is currently being updated.

Annual verification and documentation of migratory children and youth are conducted via face-to-face interviews by the recruiter, and the SC MEP verifies the COE data element, “Qualifying Moves Previous 12 Months,” with the state’s migratory database, MIS2000, and MSIX data to certify student moves during the regular school year. The use of MIS2000 as the state migratory student database allows for reports on residence dates, withdrawal dates, enrollment dates, and residency verification dates to be crossed checked with MSIX and the state student database, PowerSchool, to ensure an accurate annual count of eligible migratory students. Subgrant recipient pretests, school standardized testing data from the state student data base, and/or MSIX are used to determine students at risk of failing and those failing state standardized tests; these students are to have priority for services (PFS).

The unique educational and other needs of migratory youth who have dropped out of school are assessed by the state Title I, Part C Program staff and LOA subrecipients immediately after an out-of- school youth (OSY) is qualified for MEP services by a trained recruiter via an OSY student profile developed by participation in an intra-state consortium for OSY. State recruiters and subgrant recipients use this information to determine and provide appropriate educational services to the OSY. MEP subrecipients (LOAs) assess the unique educational needs of preschool and k-12 children via a pretest assessment, through which they determine the educational services to be provided. To determine the needs of students in non-project areas, the SC MEP uses MSIX and relays the needs to the applicable school district if the students are present during the regular school year. Other needs are identified by the recruiter during the face-to-face interview with the parents/guardian or the youth. The current Title I, C measurable program objectives and outcomes (MPOs) and strategies are created based upon the identification of the unique needs of migratory students in the state and are implemented on a statewide basis for the Title I, C program and its subgrant recipients. Subgrant applications are based on MPOs from the comprehensive needs assessment (CNA) and State Service Delivery Plan (SDP).

Subgrant recipients’ annual program evaluations are based on the assessment of implementation of MPOs and strategies. The current SC MEP CNA is based upon identification of the state’s migratory students, including OSY/drop outs, K–12, and preschool students, and their needs. A new CNA/SDP process will be undertaken for SY2017–18.

Since virtually all recruitment is done where the student resides, recruiters are instrumental in building rapport with families, which allows for trust to build. Students and families then feel comfortable to share with recruiters other non-academic needs they may have. Both instructional and support services provided at the SEA or LOA level are documented via a tracking form divided by pre-K, K–12, and OSY based on the OSY consortium created tracking form. The LOAs sign assurances via their Grant Award Notification (GAN) to submit the tracking forms bi-weekly to the state data specialist who enters the information into MIS2000. Unique instructional services provided and tracked include reading, math, GED prep, social studies, science, ESOL, preschool. Unique support services provided and tracked include referred services, nutritional,

health, translation/interpreting, transportation, and other services requiring description. As Title I, Part C state staff and subrecipients (LOAs) conduct Id&R and provide services at students' residences, they are intimate with the migratory children and youth unique needs and are keenly aware that migratory students cannot be academically successful if other unique needs, mostly falling under OME's seven areas of concern, are not addressed.

The state recruiters and subgrant recipients (LOAs) use the OSY student profile and assessment information as the basis for providing or referring appropriate educational services to the OSY and recent OSY dropouts. The unique educational needs of preschool and K–12 children are assessed by MEP subrecipients via a pretest assessment which determines the educational services to be provided. For students in non-project areas, MSIX is used to determine the needs of the students, which are then relayed to the school district if the students are present during the regular school year, and recruiters refer the students to community agencies and other federal and state educational programs.

To minimize time between needs assessment and provision of services, LOAs are required by signed assurances in their GAN to turn in COEs to the data specialist within one week, tracking forms, profiles, and as other data within two weeks. State recruiters are required to hand in COEs within one week and tracking forms within two weeks to the state data specialist as they agree via signature on their annual recruiter responsibilities agreement and assessed via their annual review. Other needs are identified during the face-to-face interview process by the recruiter with the parents/guardian/youth. Please refer to the response above in 6.2.B.ii for more detail.

The needs for OSY, including recent OSY dropout, preschool, and K–12 migratory students are met via Title I, Part C funded programs and collaboration and referral to the following: East Coast Migratory ant Head Start, Migratory Health Services, local WIOA funded programs, Telamon, other federal supplementary educational programs, and other programs such as Title I, Part A, McKinney-Vento Homeless, Special Education, Adult Education, USDA Summer Feeding Programs, and collaboration with local and state non-profit and private entities.

For successful funding, LOAs are required to describe in Component 5 of the application how they will meet the unique needs of migratory children and youth (OSY/dropouts/pre-K/K–12) via ensuring collaboration with other federal and non-federal education programs. Specifically, they must describe how program resources will be used to locate, identify, and enroll eligible migratory children and youth and how resources will be used to provide support services that may address special needs such as health service(s), guidance, home-school contact, food service, transportation, facility maintenance, or other support services. The LOAs must also describe plans for coordinating services and activities with other federal, state, and local programs to ensure access to these resources for migratory students and how they will coordinate with intrastate and interstate agencies to ensure the timely transfer of student records. LOA success in implementation of this component is assessed via an annual evaluation report and section B2a Coordination of Services of the monitoring instrument.

The unique needs identified in the CNA/SDP and the MPOs and strategies developed to address them were created by the MEP practitioners, other practitioners, and administrators from the McKinney-Vento Homeless; Neglected and Delinquent and Title

I, Part A programs; Adult Education; and Migratory Head Start. The identified needs, the MPOs, and the strategies were created in categories addressing OSY, dropout, preschool, and K–12 migratory students. The CNA/SDP forms the application and evaluation for the Title I, Part C program in SC. Federal and state education and service providers will also be included in the upcoming CNA/SDP for SC's Title I, Part C process.

The following goals represent the unique education needs that were identified in the comprehensive needs assessment process by practitioners that were enumerated in the SDP. A new CNA/SDP process will be undertaken for 2017–18 with guidance from OME.

Goal 1: Proficiency in English Language Arts

Concern Statement: The CNA/SDP practitioners are concerned that migrant students are not properly identified during the school year, inadequate communication exists between schools and migratory families, and that migratory students have a lower passing percentage rate on state standardized achievement tests than non-migratory students.

Need Indicator: Interrupted education, sporadic attendance, lack of supplemental educational services, improper identification, and lack of parental involvement

Data Source: PowerSchool; state report card; migratory student scores on state standardized tests compared with all students; English language proficiency; migratory school enrollment and attendance; economic disadvantage status; PFS student characteristics; and participation rates in other programs such as Advanced Placement, gifted and talented programs, special education, Title III, McKinney Vento Homeless education, child nutrition, early childhood programs, summer school, and regular school programs.

Comparison Group: Non-migratory students enrolled for the full school year.

Need Statement: Increase in scores of standardized tests.

Goal 2: Mathematics

Concern Statement: CNA/SDP practitioners are concerned that migratory students are not properly identified during the school year, that inadequate communication exists between schools and migratory families; and that migratory students have a lower passing percentage rate on state standardized achievement tests than do non-migratory students.

Need Indicator: Interrupted education, sporadic attendance, lack of supplemental educational services, improper identification, and lack of parental involvement.

Data Source: PowerSchool; state report card; migratory student scores on state standardized tests compared with all students; English language proficiency; migratory school enrollment and attendance; economic disadvantage status; PFS student characteristics; and participation rates in other programs such as Advanced Placement, gifted and talented programs, special education, Title III, McKinney Vento Homeless education, child nutrition, early childhood programs, summer school, and regular school programs.

Comparison Group: Non-migratory students enrolled for the full school year.

Need Statement: Increase in scores of standardized tests.

Goal 3: School Readiness

First Concern Statement: (Educational Continuity) CNA/SDP practitioners are concerned that there is a lack of efficiency in receiving school records (intra/interstate), which makes it challenging to develop an individualized plan for study for each child.

Need Indicator: Lack of complete data found in MSIX, MIS 2000, and COEs, ChildPlus (ECMHSP).

Data Source: MSIX, MIS 2000, COEs, ChildPlus (ECMHSP)

Comparison Group: Children enrolled for the full school year, children enrolled in Regional Head Start.

Need Statement: Efficient and accurate data entry in MSIX, MIS 2000, on COEs, and in ChildPlus. Enhance data sharing between ECMHSP and SC MEP.

Second Concern Statement: (Educational Support in the Home) CNA/SDP practitioners are concerned that parents lack strategies and access to resources in the community to provide additional educational support.

Need Indicator: Community Assessment data (community resources available), Family Literacy Surveys (Beaufort/Charleston), Parent Pre/Post Survey (ECMHSP).

Data Source: Demographics Data- language, literacy, education levels (ECMHSP), COEs, Family Literacy Survey (Beaufort/Charleston), Parent Pre/Post Survey (ECMHSP), Community Assessment (ECMHSP), Community Resource Directory.

Comparison Group: Regional Head Start, children enrolled year round in public school, children enrolled in private child care.

Need Statement: Increase parent education training on school readiness and the importance of parent engagement. Enhance community partnerships in order to increase awareness of the unique needs of migratory workers and their families and how our partners can better serve this population.

Goal 4: Graduation From High School, Credit Accrual, Dropout Prevention, And Services To Out-Of-School Youth (OSY) Services

Concern Statement: CNA/SDP practitioners are concerned that mobility and short exposure to instruction often cause OSY to lose what they are taught and that the three hour service requirement is a challenge during the summer program due to several factors, and that there are unrealistic expectations for gains for OSY students.

Need Indicator: OSY usually have no parents with them to advocate for them, and the Adult Education Programs hesitate to provide classes if they are penalized for not getting 60 hours.

Data Source: Percentage of OSY students making gains on pre/posttests; Adult Education performance and attendance data.

Comparison Group: Non- migratory Adult Education students.

Need Statement: Gains of OSY students of pre/post tests will increase positively in correlation with number of hours of instruction received and length of stay in SC.

High School Graduation/Credit Accrual Concern Statement: The CNA/SDP practitioners are concerned that most high school migratory students do not reside in the state for the entire school year. Schools are concerned about their graduation rates and are reluctant to enroll high school migratory students, sometimes denying enrollment. There seems to be a lack of awareness of available programs for high school migratory students and transportation. Older immigrant OSY (16–17 years of age) are denied enrollment due to LEP.

Need Indicator: Percentage of students meeting graduation requirements.

Data Source: High school graduation rates in SC from report card grades and lack of data on migratory graduations.

Comparison Group: Non- migratory high school students.

Need Statement: Increase identification and recruitment efforts of migratory students enrolled in high school. Increase efforts, IEP, work with schools to ensure they are priority. All students identified and enrolled in high school will show an increase in credits toward graduation.

Dropout Prevention Concern Statement: The CNA/SDP practitioners are concerned with the lack of data for migratory dropouts.

Need Indicator: Migratory parents are usually LEP, have limited time available, and may be intimidated.

Data Source: Lack of data from the SCDE.

Comparison Group: non-migratory high school and middle school students.

Need Statement: Increase awareness and effort to retain students. Document efforts, percentage of students aware of programs available, percentage/increased. Id&R of these students (High School and Dropouts).

Enumerated below are the key strategies developed by the practitioners for the implementation of the MPOs. Included are the data elements to be used in evaluation and the method for collecting and reporting data. A new CNA/SDP process will be undertaken for 2017–18 with guidance from OME.

The goals and MPOs form components of the Title I, Part C subrecipient application for LOAs. Successful applicants describe how they will implement strategies to obtain MPOs. For funding, LOAs sign assurances and conditions as part of their GAN to ensure they will abide by the procedures delineated in their application. If the LOAs were funded previously, results from the previous years are also included in the evaluation. This critical analysis allows for the continual improvement process in strategy

implementation to ensure appropriate academic and support services to migratory children and youth.

Component 1, Goal 1: Proficiency in English Language Arts.

Students in South Carolina will be proficient in reading, writing, speaking, listening, and language to ensure that all students are college-and-career ready in ELA no later than the end of high school.

Required Measurable Program Outcomes (MPOs): By the end of the 2013–14 academic year, and each year thereafter, the percentage of migratory students passing state standardized tests measuring ELA will increase by 1 percent.

Key Strategies:

- Provide small group and individualized instruction as supplemental educational services.
- Provide staff development to staff on meeting the migratory students' ELA needs.
- Provide in-services and technical assistance to schools regarding identification of MEP students, proper procedure for documentation, and provision of needed resources.
- Coordinate services for MEP students and families with other school offices such as ESOL, Adult Education, teachers, parent advocates, and agencies to promote educational and social services to MEP students and families.

MPO Data Element Method used for collecting/reporting data:

Aggregate student scores on state standardized test, state level aggregate data, individualized student progress on test components, Individual pre/post assessment scores

Component 2, Goal 2: Mathematics.

Students in South Carolina will be proficient in comprehension of mathematical concepts, operations, and relations, procedural fluency, and productive disposition to ensure that all students are college-and-career-ready in mathematics no later than the end of high school.

Required MPOs: By the end of the 2013–14 academic year, and each year thereafter, the percentage of migratory students passing state standardized tests measuring mathematics (math) will increase by 1 percent.

Key Strategies:

- Provide small group and individualized instruction as supplemental educational services.
- Provide staff development to staff on meeting the migratory students' math needs.
- Provide in-services and technical assistance to schools regarding identification of MEP students, proper procedure for documentation, and provision of needed resources.
- Coordinate services for MEP students and families with other school offices such as ESOL, Adult Education, teachers, parent advocates, and agencies to promote educational and social services to MEP students and families.

MPO Data Element Method used for collecting/reporting data: Aggregate student scores on state standardized tests, state level aggregate data, individualized student progress on test components, individual pre/post assessment scores.

Component 3, Goal 3: School Readiness.

Children in South Carolina will engage in play to develop individual approaches to learning; show curiosity, eagerness, and satisfaction as a learner; demonstrate initiative, engagement, and persistence in learning; demonstrate an ability to envision a goal and to accomplish it; and extend their learning through the use of memory, reasoning, and problem-solving skills.

Required MPOs:

3a. By the end of the 2014–15 school year and each year after, there will be an improvement of data sharing between state agencies and data accuracy by 5 percent.

3b. By the end of the 2014–15 school year and each year after, the percentage of parents' participation will increase by at least 5 percent.

3c. After participating in at least two weeks of instruction, 50 percent of 3–4 year old migratory children and youth will demonstrate proficiency on assessments, checklists, or portfolios measuring developmental skills in language/literacy and math.

Key Strategies: 3a.

- Inform parents prior to leaving to bring records or educational information to document academic progress (Continuity Packet) through district.
- Establish relationships with the sending states to receive records prior to the school year ending.
- Marry our MIS2000/MSIX and East Coast (ChildPlus)/ PowerSchool to assist with accurate assessment and grade level.

Key Strategies: 3b.

- Collaborate with local agencies use of community directories/memorandum of understanding.
- Provide referrals to agencies that provide service especially to those counties that do not have a MEP, family literacy, or education program.

Key Strategies: 3c.

- Provide home-based and school-based school readiness instruction that reflects developmentally appropriate strategies ensuring that curriculum and instructional materials are in place.

MPO Data Element Method used for collecting/reporting data:

3a: instances of shared data MSIX, MIS 2000, COEs, ChildPlus (ECMHSP), contact logs

3b: documented participation of parents, Demographics Data- language, literacy, education levels (ECMHSP), COEs, Family Literacy Survey (Beaufort/Charleston), Community Resource Directory

3c: Parent Pre/Post Survey (ECMHSP), Community Assessment (ECMHSP)

Component 4, Goal 4: Graduation From High School, Credit Accrual, Drop Out Prevention, And Services To Out-Of-School Youth (OSY).

The state's goal is to increase the high school graduation rate through efforts to better prepare students for success after graduation, whether their preference is to immediately enter the workforce or to continue their education. The state has set the goal that each high school in South Carolina reach a high school graduation rate of at least 90 percent.

MPOs:

4a. By the end of school year 2014 and thereafter, there will be a 1 percent increase of services to migratory students enrolled in high school.

4b. Migratory students identified and enrolled in high school will show a 5 percent increase in credit accrual towards graduation.

4c. By the end of school year 2014, there will be an increase of awareness of support programs to potential migratory students dropouts and families in order to decrease the migratory drop-out rate by 2 percent.

4d. By the end of school year 2014 and thereafter, 25 percent of identified OSY will receive individualized or small group instruction in life skills.

4e. By the end of school year 2014 and thereafter, 25 percent of identified OSY will receive individualized or small group instruction in ELA.

4f. By the end of school year 2014 and thereafter, 25 percent of identified OSY will receive individualized or small group instruction in math.

Key Strategies: 4a

- Increase Id&R efforts for migratory students in high school.
- Provide adoption/inclusion of migratory parent survey in school registration packets.
- Provide outreach efforts to school principals, attend principal meetings at least once a year.
- Provide in-services and technical assistance to schools regarding Id&R of MEP students and proper procedure for documentation and provision of needed resources.

Key Strategies: 4b

- Monitor student progress through MSIX; note designated graduation school.
- Review courses and number of credits of student.
- Contact guidance counselor and discuss a plan of action for credit accrual and graduation.
- Monitor high school students for progress every semester.

Key Strategies: 4c

- Establish the number of dropouts in each district by the end of 2014.
- Increase outreach efforts to principals, guidance counselors, and migratory families.

- Provide in-services and technical assistance to schools regarding potential dropouts of MEP students and proper procedure for documentation and provision of needed resources.

Key Strategies: 4d

- Id&R as soon as possible upon arrival date to ensure early enrollment and delivery of services.
- Consult H2a visa website and crew leaders to determine proposed arrival date.
- Use SOSOSY life skills lessons.
- Provide instruction in life skills by SC MEP personnel including state recruiters and LEA personnel.

Key Strategies: 4e

- Id&R as soon as possible upon arrival date to ensure early enrollment and delivery of services.
- Consult H2a website and crew leaders to determine proposed arrival date.
- Use SOSOSY ACRES lessons for Pre GED.
- Provide instruction in ELA by SC MEP personnel including LEA teachers and contracted service providers.
- Contract with Adult Education to provide ESL/ELA.

Key Strategies: 4f

- ID&R as soon as possible upon arrival date to ensure early enrollment and delivery of services.
- Consult H2a website and crew leaders to determine proposed arrival date.
- Use SOSOSY math lessons.
- SC MEP personnel including LEA teachers and contracted service providers will provide instruction in math.

MPO Data Element Method used for collecting/reporting data

4a: number of high school migratory students, number of services to high school migratory students, MIS2000, PowerSchool, and service logs.

4b: number of high school migratory students, amount of credits accrued towards graduation, MIS2000, PowerSchool, logs of recruiter/service provider and guidance counselor meetings and plans, number of hours MEP provided assistance to high school migratory students.

4c: number of high school and middle school migratory students, number of high school and middle school migratory students at risk of failing or failing; number of contact hours with failing or at risk of failing students and their families; MIS2000; PowerSchool; logs of recruiter/service provider and guidance counselor meetings and plans; number of hours MEP provided assistance to high school and middle school migratory students and their families.

4d: number of OSY, number of life skills lessons, MIS2000, COEs, OSY tracking forms, pre/post tests.

4e: number of OSY, number of ELA lessons, MIS2000, COEs, OSY tracking forms, pre/post tests.

4f: number of OSY, number of math lessons, MIS2000, COEs, OSY tracking forms, pre/posttests.

MPOs

Goal 1: Proficiency in English Language Arts

MPO: By the end of the 2014–15 academic year, and each year thereafter, the percentage of migratory students passing state standardized tests measuring ELA will increase by 1 percent.

Goal 2: Mathematics

Required MPO: By the end of the 2014–15 academic year, and each year thereafter, the percentage of migratory students passing state standardized tests measuring mathematics will increase by 1 percent.

Goal 3: School Readiness

MPO:

3a. By the end of the 2014–15 school year, and each year after, there will be an improvement of data sharing between state agencies and data accuracy by 5 percent.

3b. By the end of the 2014–15 school year, and each year after, the percentage of parents' participation in the children's' academic development will increase by at least 5 percent.

3c. After participating in at least 2 weeks of instruction, 50 percent of 3–4 year old migratory children and youth will demonstrate proficiency on assessments, checklists, or portfolios measuring developmental skills in language/literacy and math.

Goal 4: Graduation From High School, Credit Accrual, Dropout Prevention, And Services To OSY.

Required MPO:

4a. By the end of school year 2015, and thereafter, there will be a 1 percent increase of services to migratory students enrolled in high school.

4b. By the end of school year 2015, migratory students identified and enrolled in high school will show a 5 percent increase in credit accrual towards graduation.

4c. By the end of school year 2015, there will be an increased awareness of support programs for potential migratory students, dropouts, and families in order to decrease the migratory dropout rate by 2 percent.

4d. By the end of school year 2015, and thereafter, 25 percent of identified OSY will have received individualized or small group instruction in life skills.

4e. By the end of school year 2015, and thereafter, 25 percent of identified OSY will have received individualized or small group instruction in ELA.

4f. By the end of school year 2015, and thereafter, 25 percent of identified OSY will have received individualized or small group instruction in math.

Title I, Part C subgrant recipients are required to consult with parents of migratory children via a parent advisory council (PAC) for regular school year programs and to demonstrate evidence of parent consultation for summer programs. Subrecipients sign the assurances and conditions of the GAN to ensure their compliance with the requirements for parent consultation. The SCDE's Title I, Part C program conducts a PAC at the state level during its annual MEP training.

2. Promote Coordination of Services (*ESEA section 1304(b)(3)*): Describe how the State will use Title I, Part C funds received under this part to promote interstate and intrastate coordination of services for migratory children, including how the State will provide for educational continuity through the timely transfer of pertinent school records, including information on health, when children move from one school to another, whether or not such move occurs during the regular school year.

South Carolina MEP uses a state migratory database, MIS2000, which uploads nightly to the federal migratory student database, MSIX, which allows for the timely transfer of pertinent student records including information on health if included, and also allows for informing other states of arriving or departing students, whether it is during the regular school year or not. State Title I, Part C staff also sends MSIX notifications if they know where students are heading, and the staff follow up on MSIX notifications from other states. MIS2000 complies with the new federal regulations for MDE requirements for MSIX. State SC MEP staff has been collaborating with staff from the SCDE Office of Research and Data Analysis and MIS2000 to insure valid and reliable student data to comply with time requirements for MSIX MDEs. SC MEP is using OME funds provided in a special GAN for implementation of MSIX MDEs. MSIX has been presented at statewide Title I, Part A, Title III/ESOL, and McKinney Vento Homeless trainings to make non-project districts aware of the resource.

SC MEP also participates in two OME Consortium Incentive Grants (CIGs) for interstate coordination with OME GAN funds to ensure interstate coordination of quality services for migratory children and youth. The SC MEP recruiters know and communicate personally with recruiters in other states regarding student moves and needs. SC MEP has an extensive intrastate communication network within the program and across other programs and agencies named in the response above which facilitates the timely transfer of records and the provision of academic and support services to students, especially those that move during the regular school year and have a priority for service.

This example will illustrate coordination: SC is a receiving state with the majority of students present for between two and four weeks in the summer. This past summer, an OSY dropout parent was identified and qualified by a state recruiter in the Upstate. The OSY needs assessment profile is on the COE. After the recruiter gained trust with the student, the recruiter found that she had an intense desire to complete her GED. The recruiter informed the LOA immediately, and between the LOA and the recruiter, they provided her with academic and support assistance for the weeks she was there. She then migrated to the low country to a non-project area. The recruiter for that area obtained a new COE and immediately commenced providing academic support by bringing library books on GED prep to the student and by providing support services to her and her children. After a few weeks, she moved to Florida, and the state director sent an MSIX notification and spoke directly with the local MEP. The state director and the local MEP were then able to get her enrolled into Adult Education classes and also ensured services for her and her children.

The current Title I, Part C MPOs and strategies are implemented on a statewide basis for the Title I, Part C program and its subgrant recipients, and include strategies to ensure inter-state and intra-state coordination. For successful funding, LOAs are required to describe in Component 5 of the application how they will meet the unique needs of migratory children and youth (OSY/dropouts/pre-K/K–12) via ensuring collaboration with other federal and non-federal education and other programs. Specifically, they must describe plans for coordinating services and activities with other federal, state, and local programs to ensure access to these resources for migratory students. The LOAs must state how they will coordinate with intrastate and interstate agencies to ensure the timely transfer of student records. LOA success in implementation of this component is assessed via an annual evaluation report and section B2a Coordination of Services of the monitoring instrument.

3. Use of Funds (ESEA section 1304(b)(4)): Describe the State’s priorities for the use of Title I, Part C funds, and how such priorities relate to the State’s assessment of needs for services in the State.

Via signature on their Title I, Part C subaward, subgrant recipients certify their understanding of and intention to comply with the terms and conditions of the subaward, which includes giving priority to migratory students that meet the statutory definition of priority for services (PFS) and the use of strategies for completing the MPOs as created by the CNA/SDP process. Requirements for subgrant recipients include a minimum of bi-weekly submissions of student service tracking forms for OSY, K–12, and preschool students and weekly submissions of COEs. The subrecipient monitoring tool includes verification of PFS students served on a priority basis. State recruiters also sign an annual agreement to document and submit, at a minimum, bi-weekly student service tracking forms and weekly COEs. Final evaluation reports are required by the subgrantees that measure the implementation and success of the programmatic components including services to PFS students

The SC MEP uses the information from the COE data element ‘Qualifying Moves Previous 12 Months’ cross verified with MIS2000 and MSIX data to certify moves during the regular school year. Subrecipient pretests, school standardized testing data from the state student data base, and/or MSIX are utilized to determine students as being at risk of failing or failing state standardized tests. The state MEP’s responsibility is to evaluate the implementation and results of the program especially for PFS students. Evaluation is accomplished with an implementation evaluation which serves to determine the extent to which the program meets the needs of migratory students, with a focus on PFS students. Indicators examined in the evaluation comprise of comparing documented participation and performance of migratory students against the created MPOs.

The SC MEP’s criteria and prioritization of services for PFS students is described in the following extract from the subgrant application instructions:

Priority For Services (Section 1304 (d)) Subgrantees are required to offer and document how funds/services were first offered to migrant students who “are failing, or at most risk of failing, to meet the State’s challenging State academic content standards and challenging State student academic achievement standards, and whose education has been interrupted during the regular school year.

LOAs and state level recruiters have access to MSIX and, after obtaining a COE, can determine whether the student qualifies as PFS by the moves documented on the COE and by cross referencing the data with MSIX information on moves and state standardized test scores. However, if the information is not complete in MSIX, moves are documented by the parent, guardian, or youth affidavit on the COE, and assessments are done by the subgrant recipient to gauge the student's academic level to determine if they are failing or at risk of failing state standardized tests. COEs must be submitted to the state data specialist within one week of their obtainment. The state data specialist also cross verifies the MSIX student information to verify PFS status.

DRAFT

C. Title I, Part D: Prevention and Intervention Programs for Children and Youth who are Neglected, Delinquent, or At-Risk

1. Transitions Between Correctional Facilities and Local Programs (*ESEA section 1414(a)(1)(B)*): Provide a plan for assisting in the transition of children and youth between correctional facilities and locally operated programs.

The SEA will provide on-going technical assistance, conduct monitoring visits, and approve related professional development to ensure that state agencies operating under the auspices of Correctional facilities, as well as LEAs that are in partnership with Correctional facilities, provide transition assistance to help children and youth stay in school, including coordination of services for families, counseling, and assistance in accessing drug and alcohol abuse prevention programs, tutoring, and family counseling.

The SEA will provide technical assistance, conduct monitoring visits, and approve related professional development to ensure that state agencies operating under the auspices of Juvenile Justice Systems, as well as LEAs that are in partnership with Juvenile Justice Facilities, provide services to assist juveniles in making the transition to the world of work and self-sufficiency and enhance coordination with local schools that such juveniles would otherwise attend.

The SEA's plan for assisting in the transition of children and youth between correctional facilities and locally operated programs will include the following:

- a. Providing training and on-going technical assistance on federal transition requirements to both the correctional facility and to the locally operated programs;
- b. Conducting an annual, thorough application review to ensure that the required transition components such as the coordination of responsibilities between the correctional facilities and the locally operated program are included;
- c. Conducting a yearly monitoring process, as well as requiring SEAs and LEAs to submit an end-of-year evaluation report to include partnership collaborations between the correctional facility and the locally operated programs that include transition activities that specifically address the following:
 - support systems that divert students from the juvenile facility; and
 - the elimination of barriers such as timeliness of academic/psycho-social records transfer and sharing for successful transition in an effort to minimize delays in admissions or re-entry back to the school district or alternative education as appropriate.
- d. Conducting monitoring, providing technical assistance, and providing or brokering professional development opportunities on sound best practices to ensure the seamless and immediate reentry of students from the facility to the school district or to alternative education program as appropriate. Sound best practices will include the following:
 - ensuring students are being provided with appropriate levels of instruction in course work while in the facilities to include contextualized and blended learning, and entrepreneurial skills, similar in nature (both the correctional facility and the locally operated program);
 - mechanisms that are in place to capture transfer course credit while in the facility for when students return back to the school district or alternative education program as appropriate; and

- coordination of services between the correctional facility and the locally operated program such as individual and family counseling, assistance in accessing drug and alcohol abuse prevention programs, and life and transition skills necessary for successful re-entry back into the school/home environment as appropriate.
2. Program Objectives and Outcomes (*ESEA section 1414(a)(2)(A)*): Describe the program objectives and outcomes established by the State that will be used to assess the effectiveness of the Title I, Part D program in improving the academic, career, and technical skills of children in the program.

The SEA will provide on-going technical assistance, conduct monitoring visits, and approve related professional development to ensure that all state agencies and LEAs provide educational services, including special education and related services to 100 percent of the eligible youth identified as neglected, delinquent, or at-risk are provided.

The SEA will provide on-going technical assistance, conduct monitoring visits, and approve related professional development to ensure that all SAs and LEAs are equipped to provide services needed to 100 percent of the neglected, delinquent, or at risk (N&D) served students to ensure their successful transitions to further schooling and prevent them from dropping out of the education process.

The SEA will provide on-going technical assistance, conduct monitoring visits, and approve related professional development to ensure that all SAs and LEAs are equipped to provide services needed to 100 percent of the N&D served students to ensure that IDEA required transition plans be included for special education students fourteen-years-old and older.

The SEA will provide on-going technical assistance, conduct monitoring visits, and approve related professional development to ensure that all SAs and LEAs are equipped to provide services needed to 100 percent of the N&D served students IDEA required that plans be included for children older than sixteen include vocational plans.

Goal 1: To ensure opportunities that improve and increase the academic, vocational, and technical skills of children and youth identified as N&D so that they will become life-long learners, and productive members of society.

Objective 1: Improve annually, by at least 3 percent, the educational achievement of all students identified N&D;

Objective 2: Increase annually, at least by 3 percent, the number of N&D students who accrue course credits that meet state requirements for grade promotion, secondary school graduation, and or General Education Diploma (GED) attainment;

Objective 3: Increase annually, at least by 3 percent, the number of N&D students who make a successful transition to a regular education program or other educational program operated by the LEA as appropriate;

Objective 4: Increase annually, at least by 3 percent, the number of N&D students that complete secondary school or equivalency requirements; and

Objective 5: Increase annually, at least by 3 percent, the number of N&D served students that participate in post-secondary education, career and technical education, or employment.

Goal 2: Assess the effectiveness of the N&D programs in improving educational outcomes based on pre-assessment and post-assessment results.

Objective 1: Ensure that correctional facility and locally operated programs design formative and summative assessments to ensure individual student outcomes that inform the following indicators:

- the number of students accruing credits for grade promotion;
- the number of students transitioning back into an LEA program;
- the number of students graduating from high school or obtaining a GED; and
- the number of students employed or entering post-secondary education after receiving a diploma or GED.

Objective 2: Use the results of formative and summative assessments from all of the above to assess the effectiveness of the Title I, Part D programs in improving students' achievement in academic, vocational, and technical skills.

Objective 3: Use the assessment results and outcomes to provide technical assistance and professional development that inform areas of program improvement.

D. Title II, Part A: Supporting Effective Instruction

1. Use of Funds (ESEA section 2101(d)(2)(A) and (D)): Describe how the State educational agency will use Title II, Part A funds received under Title II, Part A for State-level activities described in section 2101(c), including how the activities are expected to improve student achievement.

Title II, Part A state-level funds will be used to procure and to use a comprehensive online data management system designed to collect data related to teacher evaluation. Specifically, student growth measures collected within the teacher evaluation system will determine the degree to which students grew academically and to which they grew around identified standards. The data management system will generate professional practice and student growth overall effectiveness ratings at the district level, which allows school leaders to plan for meaningful and targeted professional development related to domains and indicators in order to improve the quality and effectiveness of teachers, principals, and school leaders. Specific domains of the teacher evaluation system address the teacher's ability to identify students with specific needs, including those with disabilities, English learners, gifted and talented students, and students with low literacy levels. The domains also provide specific strategies for effective instruction based upon the needs of such students. Specifically, the Planning Domain informs the degree to which teachers design and plan instruction that is appropriate and meaningful for all students, analyze and reflect on student performance to determine student progress, and use results of these analyses to guide future planning and instruction. The Instruction Domain informs the degree to which teachers implement instructional practices that target and accommodate all students, analyze and reflect on the impact of the instruction on student learning, and use results of these analyses to differentiate instruction based upon student needs. The rubric provides a growth model for teachers in these areas.

Additionally, as part of the Student Learning Objective process, teachers must be able to identify students with specific needs, including those with disabilities, English learners, gifted and talented students, and students with low literacy levels. Teachers must identify academic supports provided to these students, implement best instructional practices, monitor their progress towards learning goals, and determine the degree to which the learning goals were met. A Professional Growth and Development Plan will be implemented based upon the results of the Student Learning Objective process. All of this data will be collected and analyzed through the online data management system. By collecting evaluation data around instructional indicators, as well as around student growth measures, this system will help to improve student achievement in classrooms across the state of South Carolina.

2. Use of Funds to Improve Equitable Access to Teachers in Title I, Part A Schools (ESEA section 2101(d)(2)(E)): If an SEA plans to use Title II, Part A funds to improve equitable access to effective teachers, consistent with ESEA section 1111(g)(1)(B), describe how such funds will be used for this purpose.

Title II, Part A state-level funds will be used to procure and use a comprehensive online data management system designed to collect differentiated evaluation data to include teacher practice performance on four levels, principal ratings on leadership standards, and measures of student growth. Districts will have comprehensive data to make human capital management decisions related to hiring effective teachers and school leaders, placing teachers in leadership positions, and supporting the development of teachers and

school leaders in order to improve equitable access. Additionally, the differentiated levels of professional performance within the teacher evaluation system and the collection of student growth measures support the state's definition of "ineffective," allowing the state to monitor and support districts in ensuring all subgroups, including low income and minority students, have equitable access to effective teachers.

In addition, Title II, Part A LEA funds allowable up to 3 percent, will be used to enhance equitable access to effective teachers by increasing leadership opportunities for excellent educators without removing them entirely from the classroom. The need for leadership opportunities was cited as a major cause of turnover by educators interviewed during development of the *South Carolina State Plan for the Equitable Distribution of Excellent Educators*. In response, the Office of Educator Effectiveness and Leadership Development is developing a South Carolina Teacher Leader Model focused on valuing of teacher expertise, fostering collegiality, and increasing teacher retention for the purpose of enhancing student growth and opportunity. Title II, Part II LEA allowable funds will be used to finish building, to pilot, and to institute the state model. This effort will support and is parallel to work being done in OEE around instructional support and with OST's work with schools under comprehensive or targeted support

3. System of Certification and Licensing (ESEA section 2101(d)(2)(B)): Describe the State's system of certification and licensing of teachers, principals, or other school leaders.

S.C. Code Ann. § 59-5-60 and § 59-25-110 give authority to the State Board of Education to formulate and administer a system for the examination and certification of teachers and school leaders through the adoption of rules and regulations.

Educators enter the profession and become certified in South Carolina through various approved pathways including traditional college- or university-based teacher preparation programs, alternative certification pathways, and the work-based certification program for career and technology education (CATE) teachers. Requirements for certification include, but are not limited to, completion of an approved preparation program, successful scores on the state-adopted subject area and pedagogy examinations, and federal and state criminal records checks.

The majority of newly certified teachers in South Carolina have completed a traditional teacher preparation program at one of South Carolina's thirty colleges and universities with educator preparation programs or an out-of-state traditional preparation program that meets South Carolina's certification requirements as outlined in S.C. Code Ann. Regs. 43-51 (2003).

In addition to traditional preparation programs, South Carolina also prepares and certifies teachers through the following approved non-traditional or alternative routes: the Program for Alternative Certification of Educators (PACE), Teach for America (TFA), the American Board for the Certification of Teaching Excellence (American Board), Adjunct Instructor, Advanced Fine Arts, and Montessori. An additional provider, Teachers of Tomorrow, was authorized through amendments to S.C. Code Ann. Regs. 43-51 (2003) in May 2017; however, the State Board of Education is authorized to and must approve implementation guidelines including eligible certification areas for the provider. With the exception of American Board, which is authorized by state statute and with the exception of Teachers of Tomorrow, which is authorized in regulation, all other alternative routes are approved by the State Board of Education. The PACE, TFA,

Advanced Fine Arts, and Montessori pathways require intensive training institutes and seminars, as well as coursework. Teachers prepared through alternative routes must meet the same examination and background report requirements as their traditionally-prepared colleagues. These revised guidelines will require candidates seeking entry into non-traditional programs to meet comparable program admission requirements as must candidates entering traditional EPPs. Additionally, revisions will include clinical experience requirements for non-traditional providers that may be job-embedded, but will require mentoring, support, and feedback by the provider as candidates enter the classroom.

South Carolina teachers may add additional content area fields or specialized endorsements to their educator certificates by meeting the specific requirements for each option outlined in Guidelines and Requirements for Content Area Add-on Certifications and Endorsements approved by the State Board of Education (2015).

To qualify for South Carolina's work-based certification pathway for teachers of CATE courses, candidates must demonstrate successful work experience in the specific field and either industry certification or a successful score on the state content and performance-based assessment in the particular CATE certification area. Additionally, these educators must successfully complete a series of training institutes and the ACT WorkKeys.

South Carolina has a two-tiered certification system for teachers with certificates being issued at the initial or professional level. Beginning educators are issued an initial educator certificate (or equivalent alternate route or work-based credential) and may advance to a professional educator certificate upon meeting all state requirements for advancement including successful completion of the induction and summative evaluation requirements of South Carolina's system for Assisting, Developing, and Evaluating Professional Teaching (ADEPT), as outlined in S.C. Code Ann. Regs. 43-205.1 (2013).

S.C. Code Ann. Regs. 43-64 (2014) establishes the tiered certification system for elementary and secondary principals and specifies the requirements for individuals seeking certification as a school administrator through a traditional university-based program approved for certification purposes or through South Carolina's alternative pathway for school administrators. The majority of newly certified school principals in South Carolina have completed a traditional preparation program at one of South Carolina's eleven universities with approved school leader preparation programs or at an out-of-state traditional preparation program that meets South Carolina's certification requirements as outlined in S.C. Code Ann. Regs. 43-51 (2003). To enter the three-year alternative pathway leading to certification as an elementary or secondary principal, a candidate must demonstrate at least three years of leadership experience comparable to that of a school leader, must be offered employment as an assistant principal, and must be recommended for program participation by the district's superintendent.

To advance from Tier 1 to Tier 2 principal certification, school leaders must successfully complete the state's Principal Induction Program (PIP) during the first year of employment as a school principal and earn a rating of Proficient or Exemplary on South Carolina's Program for Assisting and Evaluating Principal Performance (PADEPP) during their second year of employment as a school principal.

4. Improving Skills of Educators (*ESEA section 2101(d)(2)(J)*): Describe how the SEA will improve the skills of teachers, principals, or other school leaders in order to enable them to identify students with specific learning needs, particularly children with disabilities, English learners, students who are gifted and talented, and students with low literacy levels, and provide instruction based on the needs of such students.

English Learners

The SCDE will continue to improve the skills of teachers, principals, or other school leaders to identify English learner (EL) students and to provide instruction based on these needs through professional learning opportunities (PLOs). PLOs related to ELs are provided on a state level each year based upon a needs assessment completed by Title III directors each spring. Part of Title III funds may be spent on professional development (PD) for teachers, principals, and school leaders. In some cases, PD is a requirement for districts that are in Improvement Status due to State Title III audit findings. LEAs who register for PD opportunities must provide a list of participants and, upon arrival, participants must sign in at the PD event. This sign-in is kept as a record of attendance at the state level. The SCDE monitors districts on a three-year rotation, and evidence of participation and implementation of PD is part of the monitoring tool used. If LEAs are not participating or implementing strategies learned during PD, the SEA will provide technical assistance as needed. The PLOs are structured to provide teachers with opportunities to enhance certification through recertification credits. Additionally, PLOs regarding EL students are designed to provide teachers and administrators with an advanced understanding of evidence based EL strategies that improve teaching skills and improve student academic achievement. As part of the ongoing PD, LEAs receive strategies to increase parent and community involvement for EL students. The SCDE will provide EL support to districts through annual development and implementation of professional learning opportunities, both regionally and in specific districts, based on data collected from teachers and administrators across the state from a state-wide Title III survey completed each spring, as well as from monitoring results and requests for specific assistance.

Below is a list the PD opportunities currently offered through the SCDE's Office of Federal and State Accountability (Title III Team):

- A series of best practice workshops and PD opportunities that meet the unique challenges of the changing South Carolina EL student population – the SCDE sponsors the series to provide LEAs with support and guidance. Topics include the following: WIDA Standards Training, as well as Advanced WIDA Training; New Comer Training based upon the Department's New Comer Toolkit; a Writing Workshop for meeting Academic Language Challenges in the content areas; Multi-sensory Grammar for ELs; Response to Intervention (RTI) for ELs and Planning Appropriate Accommodations and Assessments for ELs with a focus on differentiation. The state sponsored PD series are annual and on-going.
- Memos and emails from the Department giving guidance about identification and service to ELs are provided annually to all LEAs. This guidance is shared in the fall of each year to all Title III Coordinators responsible for administering programs and services for ELs.
- Leadership meetings are held each fall and spring to disseminate information to stakeholders. These meetings are used to support education and community leaders responsible for administering programs and services for ELs and to support English as a Second Language (ESOL) Teachers and Administrators who are responsible for

meeting student needs. The training and information provided at these meetings includes regulatory and special education principles.

- PLOs for LEA test coordinators and alternate assessment coordinators on testing English language learners – training is provided annually to ensure compliance with state and federal regulations
- State adopted Standards, Screener, and Assessment for EL – the SCDE has adopted the WIDA Standards as our current English Language Development Standards. In addition, the SCDE has secured the W-APT as the statewide screener and ACCESS 2.0 as the state-wide English Language Proficiency Assessment. Training is provided annually for these standards, screeners, and Assessments.
- State monitoring document to ensure LEA compliance related to identification and assessment of ELs per state and federal guidelines – the SCDE monitors LEAs on a three-year rotation and has developed a state-wide compliance document that is used to ensure LEAs are meeting state and federal guidelines for ELs. This document is updated and provided to LEAs annually as part of the semi-annual leadership meetings.

Please refer to <http://ed.sc.gov/policy/federal-education-programs/esea-title-iii/>.

Students with Disabilities

The PLOs offered reflect state and federal priorities, policies, procedures, and laws, and are all strategically geared to improve educators' knowledge and practice around statutory and regulatory requirements, as well as reflect evidence-based practices and the latest knowledge on the provision of special education and related services to students with disabilities. The activities are accessible, collaborative, evidence-based, intellectually rigorous, and aligned with high-quality standards and adult-learning principles. The opportunities are designed to promote improvement in participant behavior and student achievement.

Topics for PLOs are chosen based on the following:

- Needs assessments through initiatives, such as the State Systemic Improvement Plan (SSIP), and surveyed general education and parents during the Individuals with Disabilities Education Act (IDEA) program monitoring process;
- Open calls for proposals for conferences such as the annual Research to Practice Institute;
- In response to stakeholder input through a variety of sources such as the ombudsperson, parents, and legislators; and
- District requests—districts can request technical assistance or PLOs by completing a web-based form available at https://scde.formstack.com/forms/leasop_request_for_assistance.

Monitoring and Tiered Support

Per federal requirements under the Individuals with Disabilities Education Act, the SCDE makes annual determinations based on compliance and performance indicators for each LEA and state-operated programs (SOP) to ensure students are receiving appropriate services. These determinations include the evaluation and identification of students with specific learning needs. Based on these determinations, LEAs and SOPs are provided tiered support. The SCDE also performs regular monitoring activities to ensure that LEAs and SOPs are meeting the requirements of both federal and state regulations and statutes regarding the education of students with disabilities. The timeline is annual, as

required. In this process, both technical assistance and PD needs are determined to meet the unique needs of LEAs and SOPs.

PD and Technical Assistance

The SCDE provides ongoing technical assistance and PD opportunities for special educators, administrators, related service providers, early interventionists, and others instructing and supporting students with disabilities. The SCDE is responsible for the development and coordination of programs that may include assistive technology, projects, committees, and events designed to improve professional practices and to help educators develop and apply the knowledge and skills necessary to improve educational outcomes for students with disabilities from pre-k to adult education in South Carolina. The specific topics and skills vary as do the continuum of students with disabilities within the state. Descriptions of how the SCDE improves the skills of educators include, but are not limited solely, to the following.

- The SCDE provides PLOs on accessibility for all students, compliance with 504 and 508, and on working with students with sensory impairments to ensure that instruction is accessible. The timeline is annual.
- The SCDE provides PLOs for first and second-year special education directors, as well as for district finance officials, in an ongoing basis. This training provides extensive, requisite knowledge on implementing special education programs within LEAs and SOPs. The timeline is annual.
- The SCDE provides fall and spring leadership meetings to support education and community leaders responsible for administering programs and services for students with disabilities. The training and information provided at these meetings cover regulatory and special education principles. The timeline is the fall and spring semester of each school year.
- The SCDE provides an annual summer institute that offers PLOs to special and general education teachers, school, district administrators, and higher education representatives on an array of subjects, such as instructional practices, standards, technical guidance, behavioral supports, inclusion, learning strategies, preschool, compliance, and transition (including student leadership and self-determination in coordination with the requirements of the Workforce Innovation Opportunity Act). The timeline is in the summer of each school year.
- The SCDE partners with the state's leading colleges and universities to assist qualified individuals in obtaining the following: (a) add-on, alternative, or initial licensure in special education, (b) advanced certification in speech-language pathology, or (c) national certification as a board certified behavior analyst. The timeline is annual.
- The SCDE provides virtual PLOs for educators of literacy and other relevant personnel in the area of identification, intervention, and evidenced-based practices for students with reading disorders. The timeline is annual.
- The SCDE provides extensive resources, including family and community resources, via its special education webpages. The timeline is annual.
- The SCDE, using implementation science and Leading by Convening theory, has created and supports multiple state-level communities of practice, which provide tiered PD, supports, and services to local educational agencies in the areas of preschool inclusion, sign language interpreting, post-secondary transition, behavioral supports and interventions, and services for students with sensory impairments. The timeline runs through 2021.

- The SCDE, through the mechanism of the IDEA State Systemic Improvement Plan, provides PD, supports, and services to local educational agencies in the areas of data-driven decision making, universal design for learning, community and family engagement, instructional practices in literacy including interventions and supports, and differentiated instruction. The timeline is through 2020.
- The SCDE provides PLOs to district test coordinators and alternate assessment coordinators on testing students with disabilities. The timeline is annual.

For more information, please refer to <http://ed.sc.gov/districts-schools/special-education-services/programs-and-initiatives-p-i/>

Students with Low Literacy Levels

As part of the Read to Succeed Team in the SCDE's Office of Early Learning and Literacy (OELL), the Child Development Program (CDEP)/Early Learning Team will improve the skills of teachers, principals, and other school leaders in identifying and providing instruction based on needs for students with low literacy levels by the following means:

- Providing professional learning sessions for early childhood educators on improving instructional practices in evidence-based early childhood curricula with focuses on early literacy ongoing during the school year and when requested by districts.
- Providing ongoing technical support to schools providing full-day pre-K in the CDEP program to ensure that at-risk children are enrolled in high quality programs during the school year and when requested by districts.
- Providing annual and ongoing PD for 4K and 5K educators focused on administering the literacy readiness assessments and analyzing the data in order to provide differentiated instruction for all students.
- Providing ongoing on-site monitoring visits and support to ensure that the pre-K teachers maintain literacy-and language-rich classrooms during the school year and when requested by districts.
- Providing professional learning and support for educators on the Early Language and Literacy Classroom Observation Tool (ELLCO) for building district and school capacity in supporting pre-K teachers in continuous quality improvements when requested by the district.
- Providing a state monitoring document to ensure LEA compliance with state guidelines. The SCDE monitors LEAs annually and has developed a state-wide compliance document that is used to ensure LEAs are meeting state guidelines for CDEP. This document is updated and provided to LEAs annually.
- Providing a link on the OELL's webpage for districts and schools to request information and resources to assist students in becoming proficient readers and writers. Please refer to the following link: <http://ed.sc.gov/instruction/early-learning-and-literacy/additional-information-and-assistance/>.

The Read to Succeed Team in the SCDE's OELL will improve the skills of teachers, principals, and other leaders in identifying and providing instruction based upon needs for students with low literacy levels by the following means:

- Providing ongoing technical assistance in support of the development and implementation of district and school reading plans, including on-site support and written comments.

- Providing annual technical assistance in support of the establishment and operation of effective Summer Reading Camps, including on-site support.
- Providing ongoing guidance regarding the use and interpretation of data from state mandated and appropriate alternative assessments for all students as early as possible to reduce the number of students retained in third grade and to increase the number of students exiting high school college- and career-ready.
- Providing monthly PLOs for school-based literacy/reading coaches focused on improving instructional practices in their respective schools.
- Providing ongoing on-site support to literacy/reading coaches focused on collecting and analyzing data in order to provide differentiated instruction for all students during the school year and when requested by districts.
- Providing ongoing on-site support to teachers focused on the analysis of data to plan and to differentiate instruction during the school year and when requested by districts.
- Facilitating on-line PLOs focused on improving instructional practices in all content areas for teachers during the school year and when requested by districts.
- Providing ongoing on-site support to school principals and district administrators in support and implementation of district and school reading plans during the school year and when requested by districts.
- Providing on-site PLOs as determined by a needs assessment for Summer Reading Camp teachers to improve reading achievement.
- Providing on-site support during summer reading camp focused on the implementation of evidenced-based instructional practices.
- Using a state monitoring document to ensure compliance of LEAs as it relates to the Read to Succeed Act of 2014 (Act 284), S.C. Code Ann. § 59-155-110, *et. seq.* The SCDE monitors districts annually and has developed a state-wide compliance document that is used to ensure districts are meeting State guidelines for Read to Succeed literacy plans (district and school) and school level reading coaches.
- Publishing and posting an annual report to the OELL webpage to report the effectiveness of implementation of Act 284 and to report strategies and actions towards meeting the goal that 95 percent of all students in each district at each grade are reading proficiently.
- Providing a link on the OELL's webpage for districts and schools to request information and resources to assist students in becoming proficient readers and writers. Please refer to the following link: <http://ed.sc.gov/instruction/early-learning-and-literacy/additional-information-and-assistance/>.

For additional information, please refer to <http://ed.sc.gov/instruction/early-learning-and-literacy/read-to-succeed1/>.

Students Who Are Gifted and Talented

During fall 2017, the SCDE will provide an adaptive presentation series for LEAs and schools to use in training teachers and administrators in the identification of students who are academically and/or artistically gifted and talented. The PD series will emphasize the core belief that gifted and talented students come from diverse backgrounds and may also be disabled. This series will be published in the 2017 *South Carolina Gifted and Talented Best Practices Manual* (Fall 2017). Additionally, the SCDE will provide presentations around the state on Gifted and Talented (GT) identification (fall 2017) and offer PLOs for district leaders of gifted and talented programs (ongoing). The SCDE will provide GT support to districts through annual development and revision of resources and

development and implementation of PLOs, both regionally and in specific districts, based on data collected from teachers and administrators across the state. Resources and PLOs are evaluating at the following levels: new learning acquired by participants; participants' plan for application of new learning in the classroom, and impact on student learning.

The SCDE provides grant-funded gifted and talented endorsement classes for teachers and administrators annually. The titles of these grant-funded graduate courses are the *Nature and Needs of the Gifted Learner* and an *Introduction to Curriculum and Instruction for Teaching Gifted and Talented Students*. Annually, over 200 teachers and administrators participate in these courses.

Additionally, the SCDE will be provide PLOs for teachers, school counselors, and administrators regionally and virtually on meeting the learning and the social emotional needs of gifted learners (2018–19 school year). The SCDE, in conjunction with South Carolina Educational Television (SCETV), offers video resources for educators (currently available). These videos focus on meeting the academic, artistic, and social emotional needs of gifted and talented students. The SCDE will develop additional resources in a variety of formats (2017–18 and subsequent years).

For additional information, please refer to <http://ed.sc.gov/instruction/standards-learning/advanced-academic-programs/gifted-and-talented/>.

5. Data and Consultation (*ESEA section 2101(d)(2)(K)*): Describe how the State will use data and ongoing consultation as described in ESEA section 2101(d)(3) to continually update and improve the activities supported under Title II, Part A.

Each year, when the state-level reporting of disproportionalities present in districts and schools are published (as described under Title I, Part A, Section 5 of this template), the SCDE will convene the State Human Capital Team (also described under Title I, Part A, Section 5 of this template) to examine data results, assess the effectiveness of state and federally funded strategies supporting educators' ability to improve student achievement and the equitable distribution of educators, and plan new or revised strategies in response to that assessment. One goal of this team will be to coordinate the state's activities – both state and federally funded—for educator improvement and the equitable distribution of educators with other related strategies, programs, and activities being conducted by the state. Strategies will be shared with an external stakeholder group comprised of roles described in ESEA Section 2101(d)(3)(A) for meaningful consultation and to seek advice regarding how best to improve the state's strategies to meet the purposes of Title I, Part A and Title II, Part A of ESSA.

6. Teacher Preparation (*ESEA section 2101(d)(2)(M)*): Describe the actions the State may take to improve preparation programs and strengthen support for teachers, principals, or other school leaders based on the needs of the State, as identified by the SEA.

The SBE requires that all teacher preparation programs meet the standards established by the national accreditation association with which the state has a partnership agreement. South Carolina has transitioned to a partnership agreement with the Council for the Accreditation of Educator Preparation (CAEP). Through the rigorous standards and expectations of the CAEP accreditation process, EPPs must demonstrate the impact of their graduates on P–12 student learning and must determine the degree to which graduates and their employers are satisfied with the quality of their preparation programs.

In addition, the SBE, through the SCDE and the Commission on Higher Education (CHE), has authority to develop and implement a plan for the continuous evaluation and upgrading of standards for program approval of undergraduate and graduate educator preparation programs in South Carolina.

Through participation in the Network for Transforming Educator Preparation (NTEP), South Carolina has convened stakeholder groups to redesign the state's Educator Preparation Provider (EPP) Guidelines, slated to go to the SBE for approval in fall 2017. These redesigned guidelines will bring greater focus on outcome and accountability measures for EPPs, both traditional and non-traditional or alternative route. Specific changes in the draft revision of the EPP Guidelines will require candidates seeking entry into non-traditional programs to meet comparable program admission requirements as candidates entering traditional EPPs. Additionally, revisions will include clinical experience requirements for non-traditional providers that may be job-embedded, but will require mentoring, support, and feedback by the provider as candidates enter the classroom. These pending updates to South Carolina's EPP Guidelines include common standards and comparable program admission, reporting, and accountability measures for traditional and non-traditional routes to certification. These accountability measures, accreditation decisions, and ratings generated through state review will be used to provide enhanced consumer information to potential candidates as they choose an EPP and will provide South Carolina's public schools and school districts with enhanced information regarding the quality of preparation of teacher candidates by the state's EPPs.

E. Title III, Part A, Subpart 1: English Language Acquisition and Language Enhancement

1. Entrance and Exit Procedures (*ESEA section 3113(b)(2)*): Describe how the SEA will establish and implement, with timely and meaningful consultation with LEAs representing the geographic diversity of the State, standardized, statewide entrance and exit procedures, including an assurance that all students who may be English learners are assessed for such status within 30 days of enrollment in a school in the State.

The SEA requires all districts to administer a Home Language Survey (HLS) to all students in grades K–12. According to the HLS results, if the child’s first language is other than or if another language other than English is spoken in the home, the LEA must administer, within ten school days from enrollment of the child, an initial language proficiency-screening test. The SEA has standardized the WIDA-ACCESS Placement Test (W-APT) as the statewide screening test. The results of the HLS and the W-APT determine if the child is to enter an English Learner (EL) program. In order to exit from an EL program, the child must score a 5.0 overall composite and no lower than a 4.0 on each of the four domains (reading, writing, listening, and speaking) of the WIDA Accessing Comprehension and Communication in English State to State (ACCESS) 2.0 Exit Exam. This test is administered annually to all EL students until they reach the State Exit Criteria above on of this assessment. Exited students are required by the SEA to be monitored for a period of four years to ensure that they are assimilated into the regular school environment without assistance. During the monitoring period they can be given additional services if required to maintain their EL proficiency.

2. SEA Support for English Learner Progress (*ESEA section 3113(b)(6)*): Describe how the SEA will assist eligible entities in meeting:
 - i. The State-designed long-term goals established under ESEA section 1111(c)(4)(A)(ii), including measurements of interim progress towards meeting such goals, based on the State’s English language proficiency assessments under ESEA section 1111(b)(2)(G); and
 - ii. The challenging State academic standards.

The SCDE will assist LEAs in meeting long term goals established under ESEA by offering Professional Development opportunities to improve the skills of teachers, principals, or other school leaders to identify English language students and to provide instruction based on these needs. PLOs will additionally be based upon feedback collected from LEAs, as well as upon data collected from progress monitoring on a state level, to ensure district progress in meeting English language proficiency goals and academic standards.

3. Monitoring and Technical Assistance (*ESEA section 3113(b)(8)*): Describe:
 - i. How the SEA will monitor the progress of each eligible entity receiving a Title III, Part A subgrant in helping English learners achieve English proficiency; and
 - ii. The steps the SEA will take to further assist eligible entities if the strategies funded under Title III, Part A are not effective, such as providing technical assistance and modifying such strategies.

The SCDE Title III program office provides for extensive federal program and fiscal training and monitoring through professional development, desk reviews, and onsite

monitoring visits. LEAs are monitored for compliance with Title III by use of desk reviews, as well as by onsite monitoring visits on a three-year rotation. The SCDE coordinates its training with the appropriate offices within the agency, including the Office of Federal and State Accountability, the Office of School Transformation, Individuals with Disabilities Education Act (IDEA), Career and Technology Education (CATE), Finance, Grants, and Auditing. Trainings on program requirements and compliance issues include both district program and finance staff, and have proven to be successful in coordinating district efforts, as well as in providing support for LEAs in meeting the challenges of the states growing EL population.

If LEAs are found by the SCDE to require support based on poor performance during onsite monitoring or desk reviews, the State Title III Coordinator will work with the Director of Federal and State Accountability to provide a series of actions that will help the district to improve. These actions are individualized based upon district and school areas of technical assistance. At any time, LEAs may request additional technical assistance from the Title III office. Whenever feasible and appropriate, technical assistance will be prioritized to support any schools identified for comprehensive or targeted support and improvement under 34 C.F.R. § 200.19.

F. Title IV, Part A: Student Support and Academic Enrichment Grants

1. Use of Funds (*ESEA section 4103(c)(2)(A)*): Describe how the SEA will use funds received under Title IV, Part A, Subpart 1 for State-level activities.

Ninety-five percent of the program funding will be allocated to LEAs via formula subgrant awards, which will be administered in the same proportion as the prior year's Title I, Part A allocations. South Carolina will use the remaining funds of the grant to monitor LEAs' progress and to provide technical assistance as needed. LEAs will be required to identify objectives and desired outcomes for activities for which the subgrant is awarded and will have to report progress and conduct evaluations of the activities.

2. Awarding Subgrants (*ESEA section 4103(c)(2)(B)*): Describe how the SEA will ensure that awards made to LEAs under Title IV, Part A, Subpart 1 are in amounts that are consistent with ESEA section 4105(a)(2).

Awards will be distributed to LEAs upon approval of a state application designed to ensure compliance to relevant federal and state laws. If South Carolina receives an insufficient allocation to meet ESSA section 41-5 (a)(2), LEA allocations will be ratable reduced per ED guidance.

G. Title IV, Part B: 21st Century Community Learning Centers

1. Use of Funds (*ESEA section 4203(a)(2)*): Describe how the SEA will use funds received under the 21st Century Community Learning Centers program, including funds reserved for State-level activities.

Consistent with the requirements of the 21st CCLC Program, the SCDE states that funds awarded to sub-grantees must be used to raise student achievement through activities that take place primarily after school but also before school, during intercession, on the weekend, and/or during the summer. The following activities are allowable: remedial education and academic enrichment learning programs, including additional assistance to students to allow them to improve their academic achievement; mathematics and science education; career exploration and readiness; arts and music education; tutoring and mentoring (including services provided by senior citizen volunteers); language skills and academic achievement for limited English proficient students. SC received approximately \$16.7 million in 2016 to fund approximately 120 districts, non-profits, institutions of higher education and other organizations to operate 21st CCLC in approximately 150 schools statewide. Centers, located in rural, urban, and suburban areas of the state, serve over 12,000 students. The centers are established to provide opportunities for communities to establish or expand activities in community learning centers that

- provide opportunities for academic enrichment, including providing tutorial services to help students in high-poverty areas and those who attend low-performing schools meet state and local student performance standards in core academic subjects such as reading, math, and science;
- offer students a broad array of additional services, programs, and activities, such as youth development activities; drug and violence prevention programs; counseling programs; art, music, and recreation programs; technology education programs; and character education programs, that are designed to reinforce and complement the regular academic program of participating students; and
- offer families of students served by community learning centers opportunities for literacy and related educational development.

The SCDE will continue to use funds reserved for state-level activities to support the evaluation of the state's administration of the 21st CCLC program, as well as to support the sub-grantees' implementation of approved programs. State-level funds will be used to provide technical assistance and professional development related to evidence-based strategies for meeting the academic and social needs of low performing students, for improving program quality, and for strengthening community collaborations. Additional professional development topics will be determined in connection with the recommendations from the statewide evaluator.

2. Awarding Subgrants (*ESEA section 4203(a)(4)*): Describe the procedures and criteria the SEA will use for reviewing applications and awarding 21st Century Community Learning Centers funds to eligible entities on a competitive basis, which shall include procedures and criteria that take into consideration the likelihood that a proposed community learning center will help participating students meet the challenging State academic standards and any local academic standards.

The SCDE received approximately \$16.7 million in 2016 from the USED to manage and monitor the 21st CCLC competitive subgrant program. The SCDE awards funds in a manner that is consistent with the federal authorizing statute and non-regulatory guidance (<http://www2.ed.gov/programs/21stcclc/legislation.html>). As a result, eligible applicants must propose to serve low-performing students, primarily, who attend schools which have a free/reduced lunch rate of 40 percent or higher. The SCDE holds a 21st CCLC competition annually to ensure that as many students as possible who need supplemental academic and career-related assistance receive services. The annual competition, which runs from January–April, is open to various types of organizations, including LEAs, community-based organizations, institutions of higher education, and for-profit entities. Using a maximum per-student-cost of \$2,000, applicants may request a minimum of \$50,000 and a maximum of \$200,000.

To increase the likelihood that sub-grantees will actually help students meet state and local academic standards, particularly in reading and math, applicants are required to identify and describe the curriculum and strategies that will be implemented to address the academic deficiencies of the proposed participants. The Project Description is worth 40 percent of the application's total points.

To ensure that applicants effectively address the programmatic and financial requirements of this competitive grant, the Grant Review Panel is comprised of impartial, diverse individuals with experience in various backgrounds, including education (secondary and postsecondary), business, and community partnerships. The SCDE solicits qualified reviewers using a variety of approaches, including an “open call” posting on the agency's website, recommendations from the SCDE staff and past reviewers, and invitations to select organizations (i.e., the SC Afterschool Alliance, the SC Association of Nonprofit Organizations, and the SC Literacy Association). Selected panel members are required to participate in a three-hour training session to learn more about the 21st CCLC program and, more specifically, the SCDE's definition of and expectations from high quality afterschool programs. Each application is read and scored by three reviewers, and the individual scores from each reviewer are averaged to determine the final score. Awards are made based on the scoring range, from highest to lowest. To the extent practical, sub-grants are distributed equitably among the geographic areas of the state.

H. Title V, Part B, Subpart 2: Rural and Low-Income School Program

1. Outcomes and Objectives (*ESEA section 5223(b)(1)*): Provide information on program objectives and outcomes for activities under Title V, Part B, Subpart 2, including how the SEA will use funds to help all students meet the challenging State academic standards.

Federal funds are allocated by the USED to SEAs, who in turn make sub-grants to eligible LEAs based on ADA and poverty census data. Each LEA defines how each objective in its project application will be measured and what the outcome will be. The State Title V Coordinator will review the outcomes for success submitted by the districts at the end of each school term.

2. Technical Assistance (*ESEA section 5223(b)(3)*): Describe how the SEA will provide technical assistance to eligible LEAs to help such agencies implement the activities described in ESEA section 5222.

All offices that oversee grant programs provide differentiated technical assistance regarding the administration of the grant to schools and districts, depending on their individual needs as determined by their grant applications and by direct communication between LEA and the SCDE.

Based upon the needs of regions, LEAs, and individual schools, the Office of Standards and Learning develops, implements, and evaluates research-based professional learning opportunities to improve the capacity of teachers and districts to raise student achievement. Based on data-based needs assessments, assistance is provided statewide, regionally, by LEAs, and in individual schools.

Whenever feasible and appropriate, technical assistance will be prioritized to support any schools identified for comprehensive or targeted support and improvement under 34 C.F.R. § 200.19.

I. Education for Homeless Children and Youth program, McKinney-Vento Homeless Assistance Act, Title VII, Subtitle B

1. Student Identification (722(g)(1)(B) of the McKinney-Vento Act): Describe the procedures the SEA will use to identify homeless children and youth in the State and to assess their needs.

Strategies:

South Carolina LEAs identified 14,360 McKinney-Vento eligible students during the 2016–17 school year. This number represents a 36 percent increase in students identified over the past five years. The identification and needs assessment of homeless children and youths in the state is accomplished through a variety of methods. LEAs are responsible for locating and identifying children and youth experiencing homelessness. To accomplish this, LEAs and local liaisons should engage in the following activities:

- Appoint a staff member as the McKinney-Vento homeless liaison who has the capacity to carry out the duties described in the law, including the identification of homeless children and youth, preschool children, and out-of-school youth.
- Disseminate public notice of McKinney-Vento rights in locations frequented by parents, guardians, and unaccompanied youth to increase awareness of rights and self-referrals.
- Utilize a Student Residency/Occupational Survey form to screen for homeless and/or migratory eligibility. This tool can be used in school enrollment packets and upon new enrollment to identify students, and is available in English and Spanish.
- Ensure that all school personnel (school administrators, teachers, counselors, social workers, attendance clerks, registrars, transportation, nutrition, front desk, and support staff) receive professional development on the indicators of homelessness and the protocol for referring possible homeless parents/students to the local liaison. Raise the awareness of school personnel and service providers of the effects of short term stays in a shelter, double-up living, and other challenges associated with homelessness.
- Provide information to parents by creating a welcoming and supportive environment for parents to disclose their homeless situation.
- Reach out to children and youth to ensure that they perceive school as a safe place to disclose family challenges and homelessness.
- Create community awareness by reaching out to other state and local agencies, service providers, and advocates to collaborate and coordinate the identification of homeless children and youth.
- Upon identification, complete intake/needs assessment to ensure that students are provided all necessary district services and connected to all supports needed.
- Coordinate the provision of services under this subtitle through outreach and coordination activities with other entities and agencies; and with local social services agencies and other agencies or entities providing services to homeless children and youths and their families, including services and programs funded under the Runaway and Homeless Youth Act (42 U.S.C. 5701 et seq.) and Department of Housing and Urban Development (HUD).

The McKinney-Vento State Coordinator will provide services and activities to improve the identification of homeless children and youths (including preschool-aged homeless children) and assessment of their needs. The McKinney-Vento State Coordinator will engage in the following activities:

- Post a compiled contact list of all current South Carolina McKinney-Vento District Liaisons on the SCDE website. The list is available to the public and is shared electronically with LEA liaisons, Title I Directors, Title I, Part C Education of Migratory Children/Youth Program Coordinators, Continuums of Care, and other advocates.
- Develop and implement professional development programs for liaisons, other LEA personnel, SCDE staff, other state and local agencies, service providers, and advocates to improve identification of homeless children and youth and to heighten awareness of, and the capacity to respond to, the specific needs in the education of homeless children and youth.
- Coordinate and collaborate with other SCDE programs serving homeless students (i.e., Title I, Part A, Title I, Part C Education of Migratory Children/Youth Program, IDEA, early learning, transportation, and nutrition) on professional development and outreach to increase identification.
- Coordinate and collaborate with other federal, state, and local agencies, service providers, and advocates (i.e., Head Start, Department of Social Services, Housing and Urban Development) to create community awareness to increase identification. Develop interagency partnerships.
- Conduct statewide needs assessment. Use data to determine if the SCDE and/or LEAs are under-identifying homeless children and youth.
 - Targeted pilot grants were developed as a way to assist the McKinney-Vento District Liaison in LEAs with a high poverty index and low percentage of identified McKinney-Vento students with the technical assistance and funding to improve community awareness, identification, enrollment, and assessment of the needs of homeless children and youths. Pilot Subgrantees were required to attend two professional development sessions and the National Association for the Education of Homeless Children and Youth (NAEHCY) Conference to build the skills and knowledge to coordinate a successful McKinney-Vento Program.
- Complete an annual needs assessment to evaluate the needs of children and youth experiencing homelessness. The results of the needs assessment, including the greatest needs identified, shall inform professional development, technical assistance, and monitoring.
- Children and youth experiencing homelessness are flagged in PowerSchool by their LEA McKinney-Vento Liaisons. The state coordinator shall communicate to LEA liaisons the number of McKinney-Vento students identified in PowerSchool following each quarterly upload to the SCDE to ensure accuracy in the data. LEA Liaisons and the state coordinator review the data for accuracy. After certified by the SEA, the data is submitted to EdFACTS for federal reporting.
- Conduct monitoring of all LEAs to ensure compliance with the McKinney-Vento Act, including the identification of, and assessment of needs, of homeless children and youth. Monitoring is based upon a risk assessment that considers underreporting, compliance complaints, and years of experience of the McKinney-Vento Liaison among other criteria.

The SCDE and LEAs will develop, review, and revise policies to remove barriers to the identification, enrollment, and retention of homeless students in school, including barriers due to fees, fines, and absences. In light of reauthorization, the McKinney-Vento State Coordinator will collaborate with SCDE General Counsel to ensure no new barriers exist.

Timeline:

Identifying homeless children and youths and assessing their needs is a continuous process.

Funding Source:

McKinney-Vento and Title I, Part A funds, as well as any other federal, state, and local funds are utilized to best leverage resources, maximize services, and minimize duplication of efforts.

2. Dispute Resolution (722(g)(1)(C) of the McKinney-Vento Act): Describe procedures for the prompt resolution of disputes regarding the educational placement of homeless children and youth.

Strategies:

The SCDE provides a time-sensitive state-level dispute resolution process to review district-level decisions regarding the eligibility, school selection, or enrollment of a homeless child or an unaccompanied youth. A copy of SC Regulation 43-272.2, the Dispute Resolution Procedures, is posted on the SCDE Web site. The current procedures will be reviewed and revised for the 2018–19 school year to comply with ESSA changes. These amendments will include

- “eligibility” as a disputable criteria,
- transportation rights for homeless children and youth during the dispute resolution process, pending the final resolution, and
- the provision of the state coordinator to provide technical assistance to parents and homeless youths to help them navigate the dispute process.

All LEAs are required to adopt procedures for resolving disputes regarding the eligibility, school selection, or enrollment of homeless children and youth that is consistent with the SCDE Dispute Resolution Procedures. LEA Dispute Resolution Procedures are reviewed during monitoring.

Upon receipt of a dispute from an unaccompanied youth, parent, or guardian, the state coordinator will send relevant information to the LEA for a written reply due within five business days. The State Coordinator will make a final decision within ten business days of receiving the written response from the school district.

Under no circumstances must resolution of a dispute delay the school enrollment of an unaccompanied youth or a homeless child. Pending resolution, the student shall be immediately admitted to the school in which enrollment is sought, and participating fully in all school activities.

The McKinney-Vento State Coordinator provides professional development and technical assistance with LEA liaisons, other LEA personnel, and parents or unaccompanied homeless youths to ensure disputes are handled according to guidelines.

3. Support for School Personnel (722(g)(1)(D) of the McKinney-Vento Act): Describe programs for school personnel (including the LEA liaisons for homeless children and youth, principals and other school leaders, attendance officers, teachers, enrollment personnel, and specialized instructional support personnel) to heighten the awareness of such school personnel of the specific needs of homeless children and youth, including

runaway and homeless children and youth.

Description:

The SCDE's McKinney-Vento State Coordinator shall provide, or arrange for the provision of, training opportunities for all school & LEA personnel to heighten awareness of the specific needs of homeless children and youths, including runaway and homeless children and youths in conjunction with professional development and conferences offered by the various divisions of the SCDE.

Strategies:

These trainings and conferences may include, but are not limited to, the following:

- McKinney-Vento 101 is offered at minimum each fall for new or seasoned liaisons and other interested LEA employees. This training provides an in-depth explanation of the McKinney-Vento Homeless Assistance Act. Topics include eligibility, the role of liaisons, school selection, transportation, immediate enrollment, disputes, preschool, runaway and unaccompanied youth, and the specific needs of this population. Other laws, such as Title I, IDEA, Higher Education, and Head Start also will be reviewed. An annual statewide professional development (PD) for liaisons and other interested LEA employees is offered. Continued training will be offered based on attendance, survey results, program changes, and SEA Needs Assessment areas of concern.
- Bi-annual regional professional development offered in the past may be reinstated depending on survey results.
- Bi-annual Subgrantee meetings are held to cover grants management and the sharing of best practices.
- Presentations/professional developments are provided at meetings/conferences to/from other offices within the SEA, such as Title I, Part A, Title I, Part C (Education of Migratory Children/Youth), Title III (ESOL), the Office of Special Education, the Office of Health and Nutrition.
- Presentations/professional development are provided to outside agencies and organizations, including the SC Interagency Coordinating Council, SC Head Start Association, SC Community Action Partnership, SC Coalition for the Homeless (including Continuums of Care), Department of Social Services, and the SC Coalition Against Domestic Violence & Sexual Assault (SCCADVASA).
- Liaisons are encouraged to take advantage of online webinars (live and recorded) provided by the National Center for Homeless Education (NCHE) and the National Association for the Education of Homeless Children and Youth (NAEHCY). These webinars include printable certificates to keep for evidence of professional development.
- The State Coordinator provides technical assistance via email and phone calls.
- The State Coordinator provides professional development and/or on-site technical assistance per request.
- The State Coordinator will continue to reach out to other offices and agencies to expand professional development to increase awareness and collaboration.
- The new language in the 2015 reauthorized McKinney-Vento Act requires the State Coordinator to adopt policies and practices to ensure that liaisons participate in professional development and other technical assistance activities. Outreach will be provided for LEAs who fail to complete the minimally required professional development.

- The McKinney-Vento State Coordinator shall post materials specific to the needs of homeless children and youths on the SCDE's website. The site will link to the National Center for Homeless Education (NCHE), the official clearinghouse and technical assistance center for the U.S. Department of Education's Education for Homeless Children and Youth Program. A plethora of informational and training materials are available from NCHE, including a Toolkit for LEA Liaisons, online training, webinars, and other materials. NCHE offers free products, such as Educational Rights of Homeless Children posters and brochures for parents, to all district liaisons. Additional product needs may be provided by the McKinney-Vento State Coordinator upon request.
- Among the duties of the LEA liaison listed under Section 722(g)(6)(A) of the McKinney-Vento Act, is to provide school personnel with professional development and other supports. During LEA monitoring to ensure compliance with the McKinney-Vento Act, the state coordinator will look for evidence that school personnel, including the personnel listed, is receiving training to heighten the awareness of the specific needs of runaway and homeless children and youth.

Timeline:

Providing programs and technical assistance to heighten the awareness of school personnel about the specific needs of homeless children and youth and runaway and homeless youths is an on-going process.

Funding Source:

McKinney-Vento and Title I, Part A funds, as well as any other federal, state, and local funds are utilized to best leverage resources, maximize services, and minimize duplication of efforts.

4. Access to Services (722(g)(1)(F) of the McKinney-Vento Act): Describe procedures that ensure that:
 - i. Homeless children have access to public preschool programs, administered by the SEA or LEA, as provided to other children in the State;
 - ii. Homeless youth and youth separated from public schools are identified and accorded equal access to appropriate secondary education and support services, including by identifying and removing barriers that prevent youth described in this clause from receiving appropriate credit for full or partial coursework satisfactorily completed while attending a prior school, in accordance with State, local, and school policies; and
 - iii. Homeless children and youth who meet the relevant eligibility criteria do not face barriers to accessing academic and extracurricular activities, including magnet school, summer school, career and technical education, advanced placement, online learning, and charter school programs, if such programs are available at the State and local levels.

Strategies:

The State Coordinator shall coordinate and collaborate with Head Start, Early Head Start, and Migratory Head Start programs, federal and state funded preschool initiatives, and with local school districts offering preschool programs to provide information, training, and technical assistance regarding the significant risk homelessness poses on birth through preschool aged children and on the provision of services available for this population. LEAs and childcare agencies will be updated on best-interest school of origin rights, including transportation for preschool students through the 2015 reauthorization.

In cross-agency coordination efforts, the state coordinators for McKinney-Vento and Head Start and staff from DSS present or provide information at each other's annual professional development, and often invite the other population to the trainings.

The SCDE's Office of Early Learning and Literacy coordinates the Child Development Education Program (CDEP), a full-day preschool program for at-risk children who are age four by September 1st and who are income eligible (based on Medicaid or Free or Reduced Lunch eligibility). Through collaboration on the LEA level, a number of slots for McKinney-Vento students are reserved, and homeless children are put at the top of the wait list if no slots are available.

Though collaboration with the SC Department of Social Services (DSS) following CCDBG reauthorization, the SC Childcare Voucher Program has recruited and awarded *over 600 childcare vouchers* for McKinney-Vento children and youth. DSS permitted certain allowances for families experiencing homelessness and set up a point of contact to ensure applications are reviewed within 48 hours and questions are addressed immediately. With DSS taking the lead, the two programs have partnered to promote the availability of vouchers for children experiencing homelessness statewide to a variety of audiences including the Continuum of Cares, and were asked to present on the successful collaboration at the NAEHCY Conference.

The state coordinator collaborates with the State Head Start Collaboration Director on the procedures used to identify and prioritize homeless children for enrollment into Head Start. The Census reported *365 McKinney-Vento children* were enrolled in Head Start programs statewide by December 1, 2016. McKinney-Vento and Head Start continue to partner on professional development, not only to update practitioners, but also to connect McKinney-Vento Liaisons with their counties Head Start Family Advocates. New for 2017-18, SC Head Start and the SC McKinney-Vento Program are pulling financial resources to provide a collaborative training. The outcomes (also listed in the Head Start Collaborative Grant) will include the following: an updated EARSA Plan, addressing Head Start and McKinney-Vento amendments, a strategic plan to increase McKinney-Vento students receiving comprehensive services, joint McKinney-Vento/Head Start Technical Assistance Clusters, and increased partnerships between the SCDE and SC Head Start. South Carolina First Steps, a statewide public-private partnership to increase school readiness outcomes for children. The partnership was created as a result of the alarming gap in students' preparedness for school success. Each county in South Carolina is served by a First Steps Partnership responsible for meeting local needs and for identifying collaborative opportunities to help our state's youngest learners. BabyNet, First Steps 4K, and Early Head Start are among the programs under the SC First Steps umbrella. The McKinney-Vento State Coordinator shall collaborate with SC First Steps to ensure understanding of the McKinney-Vento Act and to ensure awareness that improving access to quality child care and early learning can help to buffer children from the challenges and risks associated with homelessness by supporting children's learning and development in safe, stable, and nurturing environments.

The McKinney-Vento State Coordinator serves on the South Carolina Interagency Coordinating Council to provide input to member agencies regarding the importance of providing services to homeless infants with disabilities.

Timeline:

Ensuring homeless children have access to the same public preschool programs administered by the SEA or LEA as provided to other children in the State is an on-going process.

Funding Source:

McKinney-Vento and Title I, Part A funds, CCDBG, and Head Start funds are utilized to best leverage resources, maximize services, and minimize duplication of efforts.

Strategies:

The McKinney-Vento State Coordinator provides professional development and technical assistance with LEA liaisons and other LEA personnel to ensure that youth meeting McKinney-Vento and youths separated from the public school are identified and accorded equal access to appropriate secondary education and support services.

McKinney-Vento students who are transferring and reentering school shall receive appropriate credits for full or partial coursework satisfactorily completed so as not to be a barrier to the enrollment, retention, and success of homeless students. SC State Board of Education Regulation 43-234 permits South Carolina schools to award and accept high school credit in units of one-fourth, one-half, and a whole.

The State Coordinator shall develop training and guidance materials for high school counselors and administrators regarding the need to implement dropout prevention and recovery programs aimed at meeting the needs of youths who are homeless. This training shall increase awareness of the need for Career Specialist Services to ensure homeless youths receive appropriate credit for full or partial coursework completed in prior schools, provide credit recovery, and share creative scheduling practices for students who transfer.

The State Coordinator shall also provide school counselors with training regarding the need to assist all homeless students in preparing for college and careers. Such training will include current fee waivers for exams and college application and FASFA for unaccompanied homeless youth. As a new strategy, a Higher Education Network to support McKinney-Vento students applying and entering college will be developed.

The State Coordinator shall collaborate and coordinate with statewide graduation initiatives and dropout prevention programs to ensure that the needs of homeless children and youths are adequately addressed within these programs.

The State Coordinator shall collaborate with the Office of State Accountability to review and revise policies regarding the awarding of full or partial credit to homeless youths who have satisfactorily completed coursework while enrolled in school.

Timeline:

Ensuring appropriate credits accrual for children and youth living in transition is an on-going process.

Funding Source:

McKinney-Vento and Title I, Part A funds are utilized to best leverage resources, maximize services, and minimize duplication of efforts.

Strategies:

The State Coordinator shall collaborate and coordinate with other state and federal programs providing additional educational opportunities, including Career and Technical Education, Gifted and Talented Education, and the 21st Century Learning Centers, Athletic Directors, etc., to provide an understanding of the important academic and emotional needs of homeless children and youth to include common barriers and solutions to accessing academic and extracurricular activities.

The State Coordinator shall develop training and guidance to LEAs operating magnet schools, summer schools, career and technical education, advanced placement, international baccalaureate, online credit recovery, and charter school programs to ensure that homeless children and youths have the same opportunities to enroll and participate in these programs as all other children.

The McKinney-Vento State Coordinator encourages LEAs to provide opportunities for homeless students to enroll in Advanced Placement Courses, International Baccalaureate Programs, Dual Enrollment Programs, Gifted and Talented Programs, and other academic programs. LEAs are encouraged to assist homeless students in participating in Fine Arts Programs. LEAs are encouraged to reach out to the local community to provide items needed for participation in extra-curricular activities, including athletic gear, musical instruments, and other tools or equipment as necessary.

The State Coordinator shall collaborate and coordinate with any relevant associations to review and revise policies which may act as barriers to the full participation of homeless children and youths in extra-curricular activities. In Section 10, the South Carolina High School League's By-laws on student transfers makes allowances for students whose family transfers to a new school district *due to the families' homelessness*.

Timeline:

Ensuring homeless children and youths who meet the relevant eligibility criteria do not face barriers to accessing academic and extracurricular activities is an on-going process.

Funding Source:

McKinney-Vento and Title I, Part A funds are utilized to best leverage resources, maximize services, and minimize duplication of efforts.

5. Strategies to Address Other Problems (722(g)(1)(H) of the McKinney-Vento Act): Provide strategies to address other problems with respect to the education of homeless children and youth, including problems resulting from enrollment delays that are caused by—
 - i. requirements of immunization and other required health records;
 - ii. residency requirements;
 - iii. lack of birth certificates, school records, or other documentation;
 - iv. guardianship issues; or uniform or dress code requirements.

The McKinney-Vento State Coordinator will address problems with respect to the education of homeless children and youths, including problems resulting from enrollment delays caused by a lack of documents such as the birth certificate, immunization and other health records, school records, proof of residency or guardianship, or the lack of required clothing, through a variety of methods. Continued training and technical assistance will provide strategies to LEA liaisons and other LEA personnel to ensure that all barriers to the immediate enrollment of homeless children and youth are removed.

Educational Rights of Homeless Students posters informing families and unaccompanied youth of their right to immediate enrollment, even if lacking the items listed under Item I.5., are displayed in every South Carolina school and also in places likely frequented by homeless families.

Liaisons are trained regarding their rights to request and receive school records from the preceding district, including all academic records, IEPs, other health records, birth certificate, etc., and are informed to contact the state coordinator if roadblocks occur. Liaisons understand information can be expedited via phone or fax while waiting on the official records through mail, and that records are not necessary to start the student in classes. Liaisons are aware that the state coordinator will assist districts with records transfer when address confidentiality is warranted.

LEA liaisons provide through training on these mandates and strategies to school and LEA personnel, including registrars and front desk staff, who typically act as enrollment clerks. The state coordinator provides liaisons with a reference booklet created by NCHE to give to enrollment personnel for understanding the legal guidelines for the immediate school enrollment of children and youth experiencing homelessness.

Training includes all provisions of the McKinney-Vento statute and Non-regulatory Guidance and ESSA, including the dress code and uniform requirements. This training includes that the provision of uniforms or meeting dress code requirements is an allowable expense under the Title I, Part A homeless reservation and under the McKinney-Vento subgrant. In addition, many liaisons are very skilled at attaining supplies, including uniforms or clothing through donations and PTA/PTO and other clubs.

The State Coordinator will continue to provide meaningful and comprehensive training opportunities for liaisons and will work with LEAs to utilize the Homeless Dispute Resolution Process when needed.

Section 59-63-32 of the South Carolina Code of Laws provides a way for children and youth who are not in the custody of their parent or legal guardian to register and attend school. If a homeless child or youth is living with a caregiver who is not their “legal” guardian, this form will assist with enrollment and grants caregivers the right to educational decisions. These educational decisions may include receiving notices of discipline, attending school conferences, and granting permission for athletic activities, field trips, and other activities as required.

Section 44-29-180 of the South Carolina Code of Laws offers a 30-day grace period to allow parents and liaisons to submit immunization records. The SCDE has collaborated with the SC Department of Health and Environment Control to give access to their online immunization database to school nurses for secure current records for students who do not have them.

LEA Liaisons assist with transfer of immunization records from other LEAs or other states, and may schedule and/or transport the student and parent to update immunizations if necessary. Additionally, liaisons are informed that the date of birth is on the immunization record, which is provided by the same state agency as the birth certificates.

All LEAs are monitored for compliance with the McKinney-Vento Act once every three years, or more frequently based on risk assessment. The McKinney-Vento monitoring instrument addresses compliance with these requirements, in addition to the review of LEA policies and procedures.

6. Policies to Remove Barriers (722(g)(1)(I) of the McKinney-Vento Act): Demonstrate that the SEA and LEAs in the State have developed, and shall review and revise, policies to remove barriers to the identification of homeless children and youth, and the enrollment and retention of homeless children and youth in schools in the State, including barriers to enrollment and retention due to outstanding fees or fines, or absences.

In light of reauthorization, the McKinney-Vento State Coordinator shall complete a comprehensive review of state policies and procedures to discover if any may present barriers to the identification of homeless children and youths, and the enrollment, attendance, retention, and success of homeless children and youths in schools in the State, including barriers to enrollment and retention due to outstanding fees or fines, or absences. If barriers are found, the state coordinator will follow the proper procedures to revise the law. This practice will continue on an annual basis.

The state coordinator provides training and guidance to McKinney-Vento Liaisons and LEA staff on an ongoing basis on federal and state laws, regulations, and policies that touch homeless children and youth. If an LEA determines that parts of their policy contain potential barriers to the areas listed in Question I.6, the LEA uses the supremacy clause, which states that federal law trumps state law in the case of conflicting legislation. LEAs are aware of the educational rights assured to children and youth experiencing homelessness, and simply waive requirements for that population. The training includes the requirement to *make accommodations* for homeless students with respect to attendance and discipline issues when the potential exists that a student's behavior was directly affected by the adverse effects of homelessness. The SCDE is in the process of revising the regulation on student attendance, and has included similar language for approval. The amendment would go into effect during the 2017-18 school year.

A review of LEA policies is included during the monitoring review.

The LEA monitoring protocol includes the requirement that LEAs must review and revise policies and procedures which could act as barriers to the identification of, and enrollment, attendance, participation, and success of homeless children and youth. The state coordinator reviews policies at monitoring.

South Carolina Code of Regulation 43-273 states that schools may not withhold the transfer of records to a public or private school for fees owed by the student. Students cannot be denied enrollment due to outstanding fees or fines from other districts. Interstate records and transfer issues related to fees and fines are dealt with immediately by the State Coordinator.

7. Assistance from Counselors (722(g)(1)(K)): A description of how youths described in section 725(2) will receive assistance from counselors to advise such youths, and prepare and improve the readiness of such youths for college.

As outlined in the *Profile of the South Carolina Graduate*, South Carolina students will graduate college, career, and citizenship ready". To assist with this goal, all students must be taken through a series of Individual Graduation Plan (IGP) Conferences

beginning in eighth grade. The McKinney-Vento State Coordinator shall provide professional development to School Guidance Counselors and Career Specialists to increase awareness regarding the unique needs of this population, and their responsibility to serve. This professional development will target the following areas:

- The requirement for counselors to assist homeless students as described in section 725(2) with advice and preparation to improve the student's readiness for college.
- The requirement for counselors to assist homeless youths in receiving appropriate credit for full or partial coursework.
- The requirement for counselors to provide credit recovery.
- The requirement for counselors to ensure that *unaccompanied* homeless youth are informed of their status as independent students for college financial aid.
- The requirement for counselors to assist homeless youths in completing FASFA applications.

As a new strategy, the state coordinator shall work to develop a McKinney-Vento Higher Education Network comprising of a Single Point of Contact in the Financial Aid Offices of all South Carolina public colleges and universities to support McKinney-Vento students applying and entering college. These contacts will be trained to support homeless youth in applying for education, financial aid, and will hopefully assist these students to overcome common barriers and support their academic success.

DRAFT

Appendix A: Exit Survey Data from SCDE ESSA Meetings

The SCDE held four statewide stakeholder meetings between October 27, 2016, and May 11, 2017, to inform stakeholders, to generate stakeholder input around critical questions, and to elicit feedback on drafts of the South Carolina ESSA Consolidated State Plan. Meetings were held in varied formats to ensure accessibility to all stakeholders in the state, as well as to generate the conversation necessary to inform SCDE work. Over two thousand diverse stakeholders were invited in accordance with §1111(a)(1)(A) of ESSA.

Table 1. Date, Times, Format, Number of Attendees, and Number of Respondents Completing the SCDE Exit Survey for SCDE ESSA Meetings

Date	Time	Format	Number of Attendees	Number of Respondents
October 27, 2016	6:00–8:00 p.m.	Virtual	208	--
November 21, 2016	1:00–4:30 p.m.	Face-to-face	56	47
March 24, 2017	3:30–5:00 p.m.	Virtual	76	15
May 11, 2017	2:00–5:00 p.m.	Face-to-face	38	23

A brief exit survey was provided in a hard copy and/or virtual format at the November 21, March 24, and May 11 meetings. The exit survey had an overall response rate of fifty percent. The survey was not distributed during the initial October 27 meeting, which was a general introduction to ESSA and the SCDE's process for writing the South Carolina Consolidated State Plan. As of July 21, 2017, the online recording of the October 27 meeting, available on YouTube, had 469 views.

During the November, March, and May meetings, attendees were asked to consider and discuss specific questions related to development of the South Carolina ESSA Consolidated Plan. Survey results shown in Table 2 show that more than half of the survey respondents had not attended previous meetings. Between seventy and ninety percent of respondents had read one of the drafts of the South Carolina ESSA Consolidated State Plan posted on the SCDE website during development. As time passed from November to May, exit survey data show that greater percentages of attendees discussed ESSA with a friend or family member, with a work colleague, and/or with an SCDE staff member.

Table 2. Percentage of Respondents Answering Yes to Prior Knowledge Questions on Stakeholder Meeting Exit Surveys

Question	November 21	March 24	May 11
Attended or listened to previously held ESSA meeting(s).	40.4%	46.7%	39.1%
Read the SCDE framework document posted on the SCDE website.	73.9%	86.7%	73.9%
Read the federal law as published by the US Department of Education.	43.2%	80.0%	52.2%
Discussed ESSA with a friend or family member.	74.5%	80.0%	87.0%
Discussed ESSA with a work colleague.	89.1%	86.7%	91.3%
Discussed ESSA with an SCDE staff member.	54.3%	46.7%	65.2%

Each stakeholder meeting included an initial whole group introductory session. Overall, exit survey data provided in Table 3 show that stakeholders' understanding of ESSA, the SCDE's role, stakeholders' role, critical questions, the process being used to develop the plan, and where information about ESSA could be accessed was improved by stakeholder meetings.

Table 3. Respondent Answers to the Question "What is your understanding of each of the following items after today's whole group introductory session?" by Percentage

Question Item	Greatly Improved or Improved	Somewhat Improved	Not Improved
Overall ESSA requirements	75.6%	20.7%	3.7%
The SCDE's role under ESSA	85.4%	12.2%	2.4%
My role as a stakeholder under ESSA	76.6%	18.5%	4.9%
The critical questions to be answered as part of developing South Carolina's ESSA state plan	75.9%	20.5%	3.6%
The process being used to develop South Carolina's ESSA state plan	79.8%	19.0%	1.2%
Where to get information about ESSA	81.7%	14.6%	3.7%

Soliciting information related to stakeholder perception of the agency and its process for developing the state plan during stakeholder meetings was important to the SCDE. Table 4 shows that most respondents agreed that the SCDE's process incorporated stakeholder input, that the SCDE would pay attention to stakeholder input, and that the SCDE is open to new or different ideas.

Table 4. Respondent Answers to Statements about SCDE

Statement	Strongly Agree or Agree	Strongly Disagree or Disagree
The SCDE's process for developing South Carolina ESSA state plan incorporates stakeholder input.	93.9%	6.1%
The SCDE will pay attention to <u>my</u> input in developing South Carolina's ESSA state plan.	86.3%	13.8%
The SCDE is open to new or different ideas in developing South Carolina's ESSA state plan.	88.4%	11.7%

The SCDE asked two open-ended questions at the end of the exit survey:

1. Describe one stakeholder suggestion that you felt should definitely be incorporated in South Carolina's ESSA state plan, and
2. Share one very important concern or question related to ESSA.

Stakeholder suggestions centered around six main themes: accountability (17 responses), wrap-around services and/or staff (11 responses), ESSA funding (6 responses), curriculum concerns (4 responses), educators (4 responses), and family/community involvement (4 responses).

Stakeholder concerns and questions could be grouped in similar themes, but stakeholders' questions in each category were often provocative.

ESSA Funding

- Will it be adequately funded?

Wrap-Around Services and/or Staff

- How are you going to include school nurses in the SISP?
- What is the role of the school librarian and school library in this planning document?

Educators

- How do we evaluate the attractiveness of a district to highly effective educators and leaders?
- How do we gain equity across school districts regarding effective teaching and learning?

Big Picture

- How long will this initiative last?
- How will the change of administration at the federal level affect ESSA at the state/local level?

Appendix B: South Carolina Stakeholder Outreach

In accordance with § 1111(a)(1)(A) of the Elementary and Secondary Education Act (ESSA), as amended by the Every Student Succeeds Act (ESSA), the South Carolina Department of Education (SCDE) consulted with key stakeholders including, but not limited to, the Governor, members of the State legislature and the State Board of Education, local educational agencies, representatives of Indian tribes located in South Carolina, teachers, principals, other school leaders, charter school leaders, specialized instructional support personnel, paraprofessionals, administrators, other staff, advocacy groups, community organizations, students and parents while developing its ESSA State Plan. The SCDE attended over 120 external stakeholder meetings between October 10, 2015, and July 20, 2017, at which information about ESSA was shared.

Type of Meeting	Meeting Location	Presenter(s)	Date	Description
Western Piedmont Education Consortium	Greenwood, SC	Sheila Quinn	10/21/2015	Discussion on ESEA Reauthorization
Presentation	River Bluff School	Sheila Quinn	12/10/2015	PowerPoint about ESSA generally
Meeting of Statewide Accountability Model Work Groups #1, #2, #3	Lexington Two School District Office	Sheila Quinn	1/15/2016	Overview of the work, group assignments, and a timeline for implementation.
Presentation of Power Point	SCDE	Sheila Quinn	1/21/2016	Presentation by University of South Carolina researcher (Diane Monrad) on climate surveys
World Class Knowledge and Skills	Lexington Two School District Office	Sheila Quinn	1/25/2016	Collaboration with the SCDE, the Education Oversight Committee (EOC), and the South Carolina Association for School Administrators (SCASA) Roundtable
Presentation	1411 Gervais, Columbia, SC	Sheila Quinn	1/27/2016	Transform SC - ESSA presentation
Statewide Accountability Model Work Group #1 meeting	Hampton Inn, Irmo	Sheila Quinn	2/3/2016	Continuation of Statewide Accountability Model Tasks

Type of Meeting	Meeting Location	Presenter(s)	Date	Description
World Class Opportunities – Work Group #2	Lexington Two School District Office	Sheila Quinn	2/12/2016	Developed outcome-based, measurable school success indicators specific to each school level and to the district that showcase students’ opportunities outside summative assessments to expand their knowledge, skills, and characteristics to meet the Profile of the SC Graduate.
Accountability Meeting	SCDE	Sheila Quinn	2/23/2016	Statewide Accountability Model Work Group #2
Superintendents Accountability Meeting	SCDE	Sheila Quinn	2/26/2016	Group of 10 district superintendents - Accountability Model - solicitation and feedback
World Class System and School Quality – Work Group #3	Lexington Two School District Office	Sheila Quinn	2/29/2016	Explored valid ways to use metrics that include but are not limited to the following: (1) school and district climate/culture indicators; (2) System quality review through AdvancED; (3) Personalized Learning Rubric
Presentation	Beaufort School District	Sheila Quinn	3/2/2016	Update regarding accountability model, testing updates, insights about best practices, and highlights about Profile of Graduate
SCASA Superintendents Roundtable	SCASA	Sheila Quinn	3/3/2016	Accountability Model - solicitation and feedback
Webinar	SCDE	Sheila Quinn	3/8/2016	Discussion of major provisions of ESSA related to the education of English Learners (ELs) released by Council of Chief State School Officers (CCSSO)
SCASA Testing and Accountability Roundtable (TAR)	SCDE	Sheila Quinn	3/17/2016	Accountability Model - solicitation and feedback

Type of Meeting	Meeting Location	Presenter(s)	Date	Description
meeting				
Commission on Higher Education (CHE) meeting	SCDE	Sheila Quinn	3/18/2016	Accountability Model - solicitation and feedback
Focus Groups Meeting	Baxter Hood Center, Rock Hill	Sheila Quinn	3/23/2016	Catawba Region Board meeting & focus groups - Accountability Model - discussion and feedback
ESSA Webinar	111 Research Dr.	Sheila Quinn	4/1/2016	SC School Board Association (SCSBA) webinar
EOC Superintendent Meeting	Gaffney	Sheila Quinn	4/14/2016	Accountability Model - solicitation and feedback
EOC Accountability Meeting	SCDE	Sheila Quinn	4/15/2016	Meeting to review and amend methodology issues related to 3-8 and high school EOCEPs.
World Class Knowledge and Skills – Work Group #1	Lexington Two School District Office	Sheila Quinn	4/18/2016	Meeting to complete the group assignment for the Statewide Accountability Model
SCASA Superintendents Roundtable	SCASA	Sheila Quinn	4/21/2016	Accountability Model - solicitation and feedback
Superintendents Accountability Work Group	SCDE	Sheila Quinn	4/29/2016	Group of 10 district superintendents - Accountability Model - solicitation and feedback
Meeting with Superintendent of Lexington School District One	SCDE	Sheila Quinn	5/4/2016	Accountability Model - feedback
EOC Accountability Meeting	SCDE	Sheila Quinn	5/6/2016	Discussion regarding Accountability Model
CHE Presentation	CHE	Sheila Quinn	5/19/2016	Presented Accountability Model
SCASA TAR Roundtable	SCASA	Sheila Quinn	5/19/2016	Accountability Model - solicitation and feedback

Type of Meeting	Meeting Location	Presenter(s)	Date	Description
Superintendents Accountability Work Group	SCDE	Sheila Quinn	5/20/2016	Group of ten district superintendents - Accountability Model - solicitation and feedback
ESSA Academic Standards & Assessment Work Group	SCDE	Sheila Quinn	6/22/2016	Discussion regarding Accountability Model
EOC	SCDE	Sheila Quinn	6/27/2016	EOC - Accountability discussion
Superintendents Workgroup	SCASA	Sheila Quinn	6/30/2016	Group of ten district superintendents - Accountability Model - solicitation and feedback
ESSA Plan Work Group	SCDE	Sheila Quinn	7/1/2016	Meeting to work on the Accountability, Support, and Improvement for Schools section of the plan.
ESSA Accountability Sub-Group	SCDE	Sheila Quinn	7/1/2016	Review of each member's area of focus in the Accountability Section and identify work.
Superintendents Accountability Work Group	SCASA	Sheila Quinn	7/7/2016	Accountability and feedback
SC Ready	SCDE	Sheila Quinn	7/11/2016	Discussion regarding Accountability Model
EOC	SCDE	Sheila Quinn	7/11/2016	Discussion regarding Accountability Model
SC Ready	SCDE	Sheila Quinn	7/11/2016	Discussion regarding Accountability Model
EOC presentation	SCDE	Sheila Quinn	7/12/2016	Discussion regarding Accountability Model
ESSA Academic Standards & Assessment Work Group	SCDE	Sheila Quinn	7/14/2016	Discussion regarding Accountability Model
ESSA Workgroup meeting	SCDE	Sheila Quinn	7/19/2016	Accountability Model Power Poin - discussion, comments, contributions
ESSA NPRM: Assessments Webinar	SCDE	Sheila Quinn	7/19/2016	Quinn Webinar - PP on Accountability Model with Q&A

Type of Meeting	Meeting Location	Presenter(s)	Date	Description
ESSA ELP Test Metrics for Accountability meeting	SCDE	Sheila Quinn	7/26/2016	ESSA ELP Test Metrics for Accountability discussion and feedback
School Improvement Advisory Group Meeting	Richland One Bus Shop Career Development Center	Jen Morrison	7/26/2016	Discussion of state equity plan and ESSA – solicitation and feedback
Superintendents Accountability Work Group	SCASA	Sheila Quinn	7/28/2016	Accountability Model discussion and feedback
CATE accountability metrics for ESSA	SCDE	Sheila Quinn	8/2/2016	CATE accountability metrics for ESSA plan discussion/feedback
Superintendent Accountability Work Group	SCASA	Sheila Quinn	8/4/2016	ESSA plan and feedback
EOC meeting	SCDE	Sheila Quinn	8/4/2016	Discussion regarding Accountability Model
ESSA Workgroup meeting	SCDE	Sheila Quinn	8/8/2016	Work Group meeting - discussion and feedback
Meeting on Accountability study	SCDE	Sheila Quinn	8/17/2016	Meeting with Superintendent from Lexington School District One (Dr. Karen Woodward) to get feedback on ESSA plan
Stakeholder Meeting	SCDE	Scott Winburn/ Karla Hawkins/ Sheila Quinn/ John Payne/ Liz Jones/ Roy Stehle/ Anne Pressley/ Julie Fowler	8/23/2016	Work group leaders presented their particular component parts of the plan to leaders of state educational associations and legislative staff.
SCSBA School Law Conference	Charleston Marriott, Lockwood Blvd.	Sheila Quinn	8/26–8/27 2016	ESSA overview

Type of Meeting	Meeting Location	Presenter(s)	Date	Description
Accountability Presentation-Monday Mini	SCDE	Sheila Quinn	8/29/2016	Delivered ESSA Plan to agency
SCASA Superintendents Retreat	Hilton Hotel, Columbia	Karla Hawkins/ Sheila Quinn	9/1/2016	SCASA Superintendents Retreat - discussion of Accountability Plan and feedback
Superintendents Workgroup	SCASA	Sheila Quinn	9/6/2016	ESSA plan and feedback
EOC/SCDE Retreat	SCSBA	Sheila Quinn	9/14/2016	Accountability discussion at annual retreat.
SCASA TAR meeting	1616 Richland St. Columbia	Sheila Quinn	9/15/2016	Discussion regarding Accountability Model
South Carolina Council on Competitiveness Meeting	Municipal Association of South Carolina (MASC) Training Room	Emily Heatwole/ Scott Winburn	9/28/2016	General discussion on ESSA in South Carolina
Superintendents Workgroup	Hampton Inn – Irmo, SC	Sheila Quinn	9/30/2016	Superintendents' Symposium - Input and final recommendations
Superintendents Roundtable	SCASA	Sheila Quinn	10/6/2016	Superintendents Accountability points - discussion
Calhoun Co. School District	St. Matthews	Sheila Quinn	10/17/2016	Presented Accountability Model
Superintendent's Roundtable	SCASA	Molly Spearman	10/17/2016	SCDE update on ESSA State plan
Meeting on Accountability study	SCDE	Sheila Quinn	10/18/2016	Met with Superintendent from Lexington School District One (Dr. Karen Woodward) to get feedback on ESSA plan
School Improvement Advisory Group Meeting	SCDE – Rutledge Conference Center	Jen Morrison	10/26/2016	Discussion of state equity plan and ESSA – solicitation and feedback
ESSA Statewide Stakeholder Meeting	Virtual	Molly Spearman and various SCDE leadership	10/27/2016	Virtual meeting to provide updates regarding ESSA State plan, as well as an opportunity for key stakeholders to provide feedback

Type of Meeting	Meeting Location	Presenter(s)	Date	Description
OEC Principals Presentation	Chester, SC	Sheila Quinn	10/27/2016	Old English Consortium - ESSA
Meeting with Governor's Office	Governor's Office	Scott Winburn/ Emily Heatwole/ Roy Stehle/ Karla Hawkins/ Sheila Quinn	11/3/2016	Governor Haley, SCDE senior staff and General Counsel - ESSA consultation
EOC Subcommittee meeting on Accountability	Blatt Bldg. Columbia	Sheila Quinn	11/7/2016	Presentation to Education Improvement Act (EIA) Subcommittee of EOC on Accountability
AdvancED Workday Meeting	Columbia Conference Center	Sheila Quinn	11/11/2016	Accountability update for next day conference attendees
ESSA and Charter Conference	Marriott - Columbia	Sheila Quinn	11/16/2016	Public Charter School Alliance of SC conference - ESSA update
SCASA TAR Accountability meeting	SCDE	Sheila Quinn	11/21/2016	TAR accountability discussion
ESSA Statewide Stakeholder Meeting	SCDE	Various SCDE leadership	11/21/2016	Statewide stakeholders - solicitation and feedback
EOC and EOC Subcommittee Presentation	Blatt Bldg. Columbia	Sheila Quinn	11/28/2016	Presentation to EOC Subcommittee - Accountability
Priority Schools Quarterly Meeting	EdVenture Columbia	Sheila Quinn/ Latoya Dixon	11/30/2016	School Improvement Accountability Model solicitation and feedback
Accountability Draft Meeting	Winthrop University	Sheila Quinn	12/16/2016	Present Accountability draft
SCASA Roundtable	SCASA	Sheila Quinn	1/19/2017	Accountability Model - solicitation and feedback
SC Chamber of Commerce meeting	SC Chamber	Sheila Quinn	1/19/2017	Accountability Model - solicitation and feedback
School Improvement	Richland One Bus Shop	Jen Morrison/ Scott	1/24/2017	Discussion of state equity plan and ESSA – solicitation and

Type of Meeting	Meeting Location	Presenter(s)	Date	Description
Advisory Group Meeting	Career Development Center	Winburn/ Latoya Dixon		feedback
SCASA – AP Roundtable	121 Westpark Blvd, Columbia	Sheila Quinn	1/24/2017	Presentation of ESSA Draft – solicitation and feedback
Anderson 1 School District	Williamston, SC	Sheila Quinn	2/1/2017	Presenedt updates to Superintendents on Accountability Draft
Fairfield Old Alternative HS	1226 US 321, Winnsboro	Sheila Quinn	2/3/2017	Presented UGP, Diploma Pathways & Accountability Model updates
EOC Meeting	SCDE	Sheila Quinn	2/13/2017	Formative Assessment Presentation
South Carolina Advisory Council on Education of Students with Disabilities	Lexington School District Two – District Office	John Payne	2/17/2017	Routine Office of Special Education Services update
Lunch & Learn - ESSA Update	SCDE	Scott Winburn/Roy Stehle	2/22/2017	Development and implementation of ESSA State plan
Francis Marion University	Florence	Sheila Quinn; Julie Fowler	2/23/2017	Discussed Summary Info on each indicator approved & reported under ESSA to evaluate school performance.
SC Council for Exceptional Children Conference	Myrtle Beach, SC	Scott Winburn	2/25/2017	Update on ESSA including key implications for students with Disabilities - CCSSO
Hampton 2 - Board of Trustees	Estil, SC	Sheila Quinn	3/1/2017	Discuss merged accountability system & new tiering system of department support
Olde English Consortium	Rock Hill School	Sheila Quinn	3/2/2017	
Focus Schools Quarterly Meeting	Samuel A. Heyward Career and Technology Center Columbia, SC	Sheila Quinn/ Latoya Dixon	3/2/2017	ESSA implications on school improvement-Comprehensive Support and Intervention/Targeted Support and Intervention

Type of Meeting	Meeting Location	Presenter(s)	Date	Description
Priority Schools Quarterly Meeting	Ed Venture Columbia, SC	Latoya Dixon/ Francina Gerald	3/8/2017	ESSA & School Improvement-Tiers of Technical Assistance for Comprehensive Support & Intervention Understanding Tools for selecting Evidence Based Intervention and Strategies using Evidence for ESSA & What Works Clearing House
ESSA Consolidated State Plan Development CoP Learning Cycle 2 Webinar	Virtual	Scott Winburn	3/23/2017	Webinar of the ESSA Consolidated State Plan Development CoP
EOC Focus Groups Meeting	Richland Library, Garner's Ferry Rd	Sheila Quinn	3/24/2017	EOC Focus Groups – Accountability Discussion
ESSA Statewide Stakeholder Meeting	Virtual	Various SCDE leadership staff	3/24/2017	Statewide stakeholders - solicitation and feedback
Title I Rules and Regulations Meeting	Medallion Center, Columbia	Scott Winburn/ Sheila Quinn/	3/28/2017	Overview/update on ESSA
SC Association of School Psychologists Sponsored Panel Discussion – ESSA Town Hall	Castle Heights Middle School in Rock Hill, SC	Scott Winburn/ Lisa McCliment	3/30/2017	Q&A regarding ESSA updates and key implications
Williamsburg County ESSA Town Hall Meeting	Kenneth Gardner Elementary School in Kingstree	Scott Winburn	4/6/2017	Q&A regarding ESSA updates and key implications
SC Social Studies Supervisors Association	Richland 2 Columbia Place Mall	Sheila Quinn	4/21/2017	Accountability details and discussion
School Improvement Advisory Group	SC Department of Archives and History	Jen Morrison Scott Winburn	4/24/2017	Discussion of state equity plan and ESSA – solicitation and feedback

Type of Meeting	Meeting Location	Presenter(s)	Date	Description
Meeting	Building at Parklane			
ESSA Statewide Stakeholder Meeting	SCDE	Various SCDE leadership staff	5/11/2017	Statewide stakeholders - solicitation and feedback
PEE DEE Superintendents Consortium	Francis Marion University	Sheila Quinn Representing Molly Spearman	5/25/2017	Presented SCDE recommendations
EOC Meeting	SCDE	Sheila Quinn	6/9/2017	Accountability Discussions
Lunch and Learn- The new accountability system	SCDE recorded and live	SCDE employees	6/22/2017	Discussion of new accountability model
EOC Meeting	SCDE	Sheila Quinn	7/5/2017	ESSA Decision Points
EOC Meeting	SCDE	Sheila Quinn	7/11/2017	ESSA Decision Points
EOC Meeting	SCDE	Sheila Quinn	7/20/2017	EOC accountability & Assessment presentation

Appendix C: SCDE Response to Stakeholder Feedback

At the start of plan development, the SCDE assigned communication and consultation responsibility to a single staff member under the Deputy General Counsel. This ESSA contact was also a member of the agency's overall ESSA Management Team supported by the Office of Federal and State Accountability.

Stakeholder feedback was solicited throughout development of the South Carolina ESSA Consolidated State Plan through a number of methods. Stakeholders were able to:

1. Access information, resources, and the SCDE most current drafts at <http://ed.sc.gov/newsroom/every-student-succeeds-act-essa/>, then submit comments to a general comments email inbox.
2. Communicate directly with the designated ESSA staff contact via email or telephone,
3. Connect and talk directly with SCDE staff at meetings attended by the SCDE as outlined in Appendix B, or
4. Attend and provide feedback at one of three statewide stakeholder meetings held between November 2016 and May 2017 as outlined in Appendix A.

While SCDE staff and writers were often able to see and/or hear stakeholder feedback informally as participants in the consultation process, stakeholder feedback from the three statewide meetings and from the general comments email inbox were compiled for more formal review and response by ESSA workgroup leaders and members to provide documentation and a record of SCDE response.

Feedback from the three statewide stakeholder meetings was organized by the ESSA workgroups defined by the USED's initial template and by critical questions relevant to key decision points in the state's plan. Compiled stakeholder feedback documents and SCDE responses can be accessed on the SCDE's ESSA webpage at <http://ed.sc.gov/newsroom/every-student-succeeds-act-essa/>. Summaries of stakeholder feedback and SCDE response by workgroup are presented in this appendix.

Accountability

SCDE staff began engaging with stakeholders in 2015 to begin preparation for a legislated merge of state and federal accountability systems by the 2017-18 school year. ESSA's requirements and stakeholder feedback informed the 2017 legislative process of the South Carolina General Assembly, which in the end, defined the state's accountability system in the Education Accountability Act. Stakeholder feedback around accountability under ESSA varied and often focused on select details from one stakeholder to another in response to the SCDE's proposed methodologies and questions. Clarification for specific questions can be found on the SCDE response document on the SCDE website. Changes instituted as a result of stakeholder feedback included modification of the state goals, adoption of a lower N size for purposes of transparency, expansion of pathways to college and career readiness, inclusion of psychometric reliability and validity in the procurement requirements for the state's student engagement survey, and adoption of a descriptive school rating scale (versus an A through F scale). It was clear to the SCDE from stakeholder input during the plan development process that a strong education component will be needed to help stakeholders understand and make effective use of growth measures in the new state accountability system.

Standards and Assessment

Stakeholder feedback and concerns around assessment seemed to focus on the usefulness and preponderance of current state assessments. In response to stakeholder concerns, the SCDE has worked with the South Carolina General Assembly to reduce testing in science and social studies. During ESSA stakeholder meetings, the SCDE floated the option of using Algebra 2 for end-of-course testing in high school. This generated a great deal of discussion and feedback, both positive and negative; as a result, the SCDE continues to seek stakeholder input and is having potential vendors propose development of a new

Algebra 2 test in the state's latest request for proposal (RFP) for high school testing. The SCDE is also beginning investigations into whether it can eventually administer interim assessments or performance tasks in place of summative assessments under the new state/federal accountability system and Act 94.

School Intervention and Support

ESSA requires that states identify and provide support for Comprehensive Support and Intervention (CSI) and Targeted Support and Intervention (TSI). Language in the South Carolina ESSA Comprehensive State Plan outlines clear identification and exit criteria across three-year cycles and tiered intervention and support systems. Stakeholder feedback and concerns in response to the plan drafts seemed to center around the identification cycle, accountability metrics, interim monitoring within a three-year cycle, implications for principal and teacher support, funding, and transition from the current identification moratorium into active identification under ESSA. Clarification to specific questions can be found on the SCDE response document on the SCDE website and did not generally require changes to the state's ESSA plan, though some clarifications were added in order to meet stakeholders' expressed needs.

Supporting Excellent Educators

The SCDE School Improvement Advisory Group (SIAG), established under the 2015 *South Carolina State Plan for the Equitable Distribution of Educators*, has provided a strong stakeholder feedback loop around SCDE work with human capital and ensuring that high poverty and minority children in South Carolina are not taught at disproportionate rates by ineffective, out-of-field, or inexperienced teachers. As a result, a great deal of stakeholder feedback was in discussion even prior to the November, March, and May ESSA stakeholder meetings. Stakeholder feedback and concerns in response to the SCDE's ESSA drafts seemed to center around implications of alternative route teacher preparation and suggestions that the SCDE provide human capital support and intervention in districts, provide opportunity for teacher leadership and incentives, help districts make themselves more attractive, ensure pay equity, address the professional learning needs of educators, and provide teachers with training to work with students from poverty. Some stakeholder suggestions – like those around increasing teacher pay – are legislatively controlled. Also, funding for supporting excellent educators under ESSA is limited, so the SCDE has taken a conservative approach to what has been included in the plan. In response to stakeholders, the state ESSA plan earmarks Title II, Part A funds for work in developing teacher leadership opportunities in the state and Title I, Part A funds for the SCDE to provide human capital data, support, and interventions in districts. The SCDE has also included increased support through resources and professional development for educators focused on the needs of gifted and talented students, students with low literacy levels, students with disabilities, and English Learners. While mentioned in the ESSA state plan, teacher retention issues are being addressed in South Carolina through varied channels outside the ESSA plan including the Recruitment and Retention Task Force authorized by Proviso 1.92, incentives for rural districts provided through CERRA, and the SCDE and CERRA's participation in the State Human Capital Alliance.

Serving All Students

Stakeholder feedback and concerns centered around the need for wrap-around care and services, utilization of special staff within schools like school nurses, and coordination and communication of special services. Stakeholder input did not generally require changes to the state's ESSA plan, though some clarifications were added related to school district liaisons and their duties to coordinate and collaborate with state agencies as well as form partnerships with community organizations. The SCDE is committed to increasing district liaisons' awareness of existing resources in the state, best practices in targeting and providing interventions, and other SCDE programs, like those for children of military families offered by the Office of Career and Technical Education. In regard to English Learners, the SCDE has added professional learning opportunity offerings and revised the exit criteria and Home Language Survey required to meet USED and OCR regulations.

Appendix D: Measurements of interim progress

Instructions: Each SEA must include the measurements of interim progress toward meeting the long-term goals for academic achievement, graduation rates, and English language proficiency, set forth in the State's response to Title I, Part A question 4.iii, for all students and separately for each subgroup of students, including those listed in response to question 4.i.a. of this document. For academic achievement and graduation rates, the State's measurements of interim progress must take into account the improvement necessary on such measures to make significant progress in closing statewide proficiency and graduation rate gaps.

A. Academic Achievement

State Achievement Goal 1 = 90 percent at Level 2 or higher. South Carolina has an intense push to move students out of the bottom achievement category where college and career opportunities are significantly diminished.

State Achievement Goal 2 = 65 percent at Level 3 or higher. South Carolina will push for all students to be on grade level and thereby on track to college or career readiness.

Chart 1 GRADE 3 – READING/ENGLISH LANGUAGE ARTS				
Subgroups	% of Students Scoring at Level 3 or Better – 2016 School Year	Long-term Goal – Students Scoring at Level 3 or Better	% of Students Scoring at Level 2 or Better – 2016 School Year	Long-term Goal – Students Scoring at Level 2 or Better
All students	43.6%	65%	77.6%	90%
Economically disadvantaged students	31.6%	65%	70.1%	90%
Children with disabilities	16.5%	65%	42.3%	90%
English learners	31.2%	65%	69.0%	90%
Caucasian	57.4%	65%	86.6%	90%
Hispanic	34.0%	65%	71.6%	90%
Asian/Pacific Islander	67.7%	65%	89.1%	90%
African American	26.7%	65%	66.6%	90%
American Indian	39.2%	65%	74.0%	90%

Chart 2				
GRADE 3 – MATHEMATICS				
Subgroups	% of Students Scoring at Level 3 or Better – 2016 School Year	Long-term Goal – Students Scoring at Level 3 or Better	% of Students Scoring at Level 2 or Better – 2016 School Year	Long-term Goal – Students Scoring at Level 2 or better
All students	53.5%	65%	78.3%	90%
Economically disadvantaged students	42.4%	65%	71.3%	90%
Children with disabilities	25.3%	65%	48.8%	90%
English learners	46.8%	65%	74.3%	90%
Caucasian	67.1%	65%	87.3%	90%
Hispanic	47.2%	65%	75.4%	90%
Asian/Pacific Islander	77.6%	65%	92.5%	90%
African American	35.9%	65%	66.5%	90%
American Indian	52.9%	65%	77.2%	90%

Chart 3 GRADE 4 – READING/ENGLISH LANGUAGE ARTS				
Subgroups	% of Students Scoring at Level 3 or Better – 2016 School Year	Long-term Goal – Students Scoring at Level 3 or Better	% of Students Scoring at Level 2 or Better – 2016 School Year	Long-term Goal – Students Scoring at Level 2 or Better
All students	43.4%	65%	75.6%	90%
Economically disadvantaged students	30.9%	65%	67.1%	90%
Children with disabilities	13.1%	65%	35.8%	90%
English learners	31.4%	65%	68.6%	90%
Caucasian	56.7%	65%	84.9%	90%
Hispanic	33.4%	65%	70.7%	90%
Asian/Pacific Islander	66.6%	65%	89.2%	90%
African American	26.2%	65%	63.3%	90%
American Indian	47.5%	65%	77.9%	90%

Chart 4				
GRADE 4 – MATHEMATICS				
Subgroups	% of Students Scoring at Level 3 or Better – 2016 School Year	Long-term Goal – Students Scoring at Level 3 or Better	% of Students Scoring at Level 2 or Better – 2016 School Year	Long-term Goal – Students Scoring at Level 2 or better
All students	46.6%	65%	77.2%	90%
Economically disadvantaged students	34.1%	65%	69.4%	90%
Children with disabilities	18.1%	65%	44.3%	90%
English learners	39.9%	65%	73.9%	90%
Caucasian	60.7%	65%	86.2%	90%
Hispanic	39.8%	65%	74.6%	90%
Asian/Pacific Islander	74.0%	65%	91.2%	90%
African American	27.5%	65%	64.5%	90%
American Indian	47.7%	65%	80.7%	90%

Chart 5 GRADE 5– READING/ENGLISH LANGUAGE ARTS				
Subgroups	% of Students Scoring at Level 3 or Better – 2016 School Year	Long-term Goal – Students Scoring at Level 3 or Better	% of Students Scoring at Level 2 or Better – 2016 School Year	Long-term Goal – Students Scoring at Level 2 or Better
All students	41.1%	65%	76.0%	90%
Economically disadvantaged students	27.5%	65%	66.9%	90%
Children with disabilities	10.2%	65%	33.8%	90%
English learners	28.8%	65%	67.3%	90%
Caucasian	54.2%	65%	85.6%	90%
Hispanic	31.1%	65%	69.4%	90%
Asian/Pacific Islander	63.4%	65%	90.0%	90%
African American	23.4%	65%	63.0%	90%
American Indian	36.8%	65%	74.2%	90%

Chart 6				
GRADE 5 – MATHEMATICS				
Subgroups	% of Students Scoring at Level 3 or Better – 2016 School Year	Long-term Goal – Students Scoring at Level 3 or Better	% of Students Scoring at Level 2 or Better – 2016 School Year	Long-term Goal – Students Scoring at Level 2 or better
All students	44.2%	65%	77.0%	90%
Economically disadvantaged students	31.2%	65%	68.9%	90%
Children with disabilities	13.0%	65%	41.7%	90%
English learners	38.1%	65%	74.0%	90%
Caucasian	57.5%	65%	86.0%	90%
Hispanic	37.5%	65%	74.1%	90%
Asian/Pacific Islander	70.2%	65%	90.8%	90%
African American	25.1%	65%	64.0%	90%
American Indian	43.4%	65%	75.8%	90%

Chart 7 GRADE 6– READING/ENGLISH LANGUAGE ARTS				
Subgroups	% of Students Scoring at Level 3 or Better – 2016 School Year	Long-term Goal – Students Scoring at Level 3 or Better	% of Students Scoring at Level 2 or Better – 2016 School Year	Long-term Goal – Students Scoring at Level 2 or Better
All students	40.9%	65%	79.4%	90%
Economically disadvantaged students	27.1%	65%	71.0%	90%
Children with disabilities	8.1%	65%	36.2%	90%
English learners	28.3%	65%	73.8%	90%
Caucasian	54.3%	65%	87.8%	90%
Hispanic	32.8%	65%	76.4%	90%
Asian/Pacific Islander	63.5%	65%	91.2%	90%
African American	21.8%	65%	67.0%	90%
American Indian	37.5%	65%	79.1%	90%

Chart 8				
GRADE 6 – MATHEMATICS				
Subgroups	% of Students Scoring at Level 3 or Better – 2016 School Year	Long-term Goal – Students Scoring at Level 3 or Better	% of Students Scoring at Level 2 or Better – 2016 School Year	Long-term Goal – Students Scoring at Level 2 or better
All students	39.5%	65%	74.2%	90%
Economically disadvantaged students	25.6%	65%	64.5%	90%
Children with disabilities	8.0%	65%	33.7%	90%
English learners	32.1%	65%	71.1%	90%
Caucasian	52.7%	65%	84.0%	90%
Hispanic	32.7%	65%	72.5%	90%
Asian/Pacific Islander	68.8%	65%	89.9%	90%
African American	19.8%	65%	59.0%	90%
American Indian	37.3%	65%	74.9%	90%

Chart 9 GRADE 7– READING/ENGLISH LANGUAGE ARTS				
Subgroups	% of Students Scoring at Level 3 or Better – 2016 School Year	Long-term Goal – Students Scoring at Level 3 or Better	% of Students Scoring at Level 2 or Better – 2016 School Year	Long-term Goal – Students Scoring at Level 2 or Better
All students	40.7%	65%	76.8%	90%
Economically disadvantaged students	26.4%	65%	67.2%	90%
Children with disabilities	7.7%	65%	33.2%	90%
English learners	22.7%	65%	66.3%	90%
Caucasian	53.8%	65%	85.7%	90%
Hispanic	32.6%	65%	72.7%	90%
Asian/Pacific Islander	66.5%	65%	90.4%	90%
African American	21.8%	65%	63.6%	90%
American Indian	37.0%	65%	75.6%	90%

<div>Chart 10</div> <div>GRADE 7 – MATHEMATICS</div>				
Subgroups	% of Students Scoring at Level 3 or Better – 2016 School Year	Long-term Goal – Students Scoring at Level 3 or Better	% of Students Scoring at Level 2 or Better – 2016 School Year	Long-term Goal – Students Scoring at Level 2 or better
All students	34.7%	65%	73.4%	90%
Economically disadvantaged students	20.8%	65%	63.5%	90%
Children with disabilities	7.0%	65%	36.2%	90%
English learners	21.1%	65%	63.2%	90%
Caucasian	48.3%	65%	84.3%	90%
Hispanic	26.7%	65%	69.1%	90%
Asian/Pacific Islander	63.1%	65%	90.1%	90%
African American	14.9%	65%	57.3%	90%
American Indian	27.1%	65%	78.0%	90%

Chart 11 GRADE 8– READING/ENGLISH LANGUAGE ARTS				
Subgroups	% of Students Scoring at Level 3 or Better – 2016 School Year	Long-term Goal – Students Scoring at Level 3 or Better	% of Students Scoring at Level 2 or Better – 2016 School Year	Long-term Goal – Students Scoring at Level 2 or Better
All students	44.6%	65%	77.5%	90%
Economically disadvantaged students	30.7%	65%	68.7%	90%
Children with disabilities	7.0%	65%	31.8%	90%
English learners	28.9%	65%	67.0%	90%
Caucasian	57.1%	65%	86.3%	90%
Hispanic	37.8%	65%	73.2%	90%
Asian/Pacific Islander	68.9%	65%	89.9%	90%
African American	26.1%	65%	64.9%	90%
American Indian	44.3%	65%	77.4%	90%

<div>Chart 12</div> <div>GRADE 8– MATHEMATICS</div>				
Subgroups	% of Students Scoring at Level 3 or Better – 2016 School Year	Long-term Goal – Students Scoring at Level 3 or Better	% of Students Scoring at Level 2 or Better – 2016 School Year	Long-term Goal – Students Scoring at Level 2 or better
All students	32.4%	65%	70.7%	90%
Economically disadvantaged students	19.7%	65%	60.3%	90%
Children with disabilities	5.1%	65%	29.4%	90%
English learners	21.6%	65%	62.8%	90%
Caucasian	43.8%	65%	80.5%	90%
Hispanic	26.5%	65%	66.6%	90%
Asian/Pacific Islander	62.3%	65%	88.3%	90%
African American	15.1%	65%	56.2%	90%
American Indian	31.0%	65%	69.6%	90%

Chart 13 GRADE HIGH SCHOOL– READING/ENGLISH LANGUAGE ARTS				
Subgroups	% of Students Scoring at Level 3 or Better – 2016 School Year	Long-term Goal – Students Scoring at Level 3 or Better	% of Students Scoring at Level 2 or Better – 2016 School Year	Long-term Goal – Students Scoring at Level 2 or Better
All students	53.4%	65%	73.2%	90%
Economically disadvantaged students	42.8%	65%	65.4%	90%
Children with disabilities	20.6%	65%	41.1%	90%
English learners	37.2%	65%	58.2%	90%
Caucasian	66.5%	65%	83.3%	90%
Hispanic	48.5%	65%	68.4%	90%
Asian/Pacific Islander	71.9%	65%	82.8%	90%
African American	37.6%	65%	61.7%	90%
American Indian	61.1%	65%	75.7%	90%

Chart 14 GRADE HIGH SCHOOL– MATHEMATICS				
Subgroups	% of Students Scoring at Level 3 or Better – 2016 School Year	Long-term Goal – Students Scoring at Level 3 or Better	% of Students Scoring at Level 2 or Better – 2016 School Year	Long-term Goal – Students Scoring at Level 2 or better
All students	53.1%	65%	75.8%	90%
Economically disadvantaged students	44.7%	65%	70.2%	90%
Children with disabilities	25.6%	65%	52.6%	90%
English learners	49.1%	65%	72.4%	90%
Caucasian	63.0%	65%	83.0%	90%
Hispanic	53.0%	65%	75.4%	90%
Asian/Pacific Islander	78.2%	65%	88.4%	90%
African American	40.7%	65%	67.2%	90%
American Indian	60.6%	65%	76.8%	90%

B. Graduation Rates

The baselines below are 2016. Our accountability model will be based on 2017 baselines.

Subgroup	Baseline (Data and Year)	Long-term Goal (Data and Year)
All students	82.6%	90%
Economically disadvantaged students	87.7%	90%
Children with disabilities	52.1%	90%
English learners	76.0%	90%
Caucasian	84.1%	90%
Hispanic	79.9%	90%
Asian/Pacific Islander	93.6%	90%
African American	80.3%	90%
American Indian	74.1%	90%

C. Progress in Achieving English Language Proficiency

Subgroup	Baseline (Data and Year) Official baselines will be set in 2017	Long-term Goal (Data and Year)
English learners Goal 1	TBD	2035 70% 2026 reduce by 50% from the 2017 baseline
English learners Goal 2	TBD	2035 70% will meet state proficiency standard 2026 reduce by 50% from the 2017 baseline

Appendix E: South Carolina Disproportionate Rates Data

Disproportionality within Schools Served under Title I, Part A

Data show that low-income and minority children students enrolled in Title I schools are currently served at a disproportionate rate by ineffective, out-of-field, and inexperienced teachers within those schools.

Table 1. Rate and Difference in Rate at Which Low-Income and Minority Students Enrolled in Schools Served under Title I, Part A Are Taught by Ineffective, Out-of-Field, and Inexperienced Teachers, 2016–17

Data will be entered into the chart below as it becomes available.

Student Groups	Percentage of students taught by an ineffective teacher in ELA, Math, or Science ^a	Difference between rates	Percentage of students taught by an out-of-field teacher in ELA, Math, or Science ^a	Difference between rates	Percentage of students taught by an inexperienced teacher in ELA, Math, or Science ^a	Difference between rates
Low-income students enrolled in Title I schools	XX%	XX percentage points	XX%	XX percentage points	XX%	XX percentage points
Non-low-income students	XX%		XX%		XX%	
Minority students enrolled in Title I schools	XX%	XX percentage points	XX%	XX percentage points	XX%	XX percentage points
Non-minority students	XX%		XX%		XX%	

Note. ^aStudent-level data examined are restricted to ELA, Math, and Science to maintain accuracy. In the future, the SCDE intends to include additional subject areas.

Disproportionality between Title I and Non-Title I Schools

Table 2. Average Poverty Index and Percentage of Minority Students in Title I versus Non-Title I Schools in South Carolina, 2016–17

Title I Designation	Number of Schools	Average Poverty Index	Average Percentage of Minority Students
All			
Title I			
Non-Title I			

Table 3. Percentage of Ineffective, Out-of-Field, and Inexperienced Teachers in Title I versus Non-Title I Schools in South Carolina, 2016–17

Title I Designation	Percentage of Ineffective Teachers	Percentage of Out-of-Field Teachers	Percentage of Inexperienced Teachers
All			
Title I			
Non-Title I			

Disproportionality across South Carolina Schools, 2016-17

Table 4. Number of Ineffective, Out-of-Field, and Inexperienced Teachers by Quartile of Poverty in South Carolina Schools, 2016–17

Quartile of Poverty	Number of Schools in Quartile	Number of Ineffective Teachers	Number of Out-of-Field Teachers	Number of Inexperienced Teachers
1				
2				
3				
4				

Table 5. Number of Ineffective, Out-of-Field, and Inexperienced Teachers by Quartile of Minority Percentage in South Carolina Schools, 2016–17

Quartile of Percentage of Minority Students	Number of Schools in Quartile	Number of Ineffective Teachers	Number of Out-of- Field Teachers	Number of Inexperienced Teachers
1				
2				
3				
4				

Appendix F: Special School Packet

EDUCATION OVERSIGHT COMMITTEE

Subcommittee: Academic Standards and Assessment

Date: June 12, 2017

ACTION ITEM: Recommendations for Ratings of Special Schools

PURPOSE/AUTHORITY

Sections 59-18-325 and Section 59-18-900(C) of the Education Accountability Act, as amended, require the EOC to establish criteria for the academic performance ratings of schools, including the following special schools that provide educational services to students: the Department of Corrections, Palmetto Unified School District; Department of Juvenile Justice; Wil Lou Gray Opportunity School; South Carolina School for the Deaf and Blind; Governor's School for Science and Mathematics; and Governor's School for the Arts and Humanities. The John de la Howe School was not included since the school is no longer accredited, and students residing at John de la Howe School currently receive educational services from the McCormick County School District.

CRITICAL FACTS

Attached are the recommendations for the metrics and weights to evaluate the special schools of the state beginning in school year 2017-18. These recommendations follow, to the extent possible, the January 2017 EOC report *Single Accountability System* with the following exceptions: (1) The scale used to assign the overall rating is a 100-point scale to be consistent with H.3969 as approved by the House and currently under debate by the Senate. If the State moves to a 120-point scale, then the points would be increased accordingly; (2) each special school will receive only one rating (Excellent, Good, Average, etc.) for the overall performance and not individual ratings for each indicator; and (3) the ESSA accountability requirement for English language learners is not currently weighted in the ratings of these special schools since in the last five years, none of the schools has served twenty or more English language learners. Due to unique mission of each special school, the indicators used are specific to the school's mission, unique student population and therefore cannot be compared to other schools or districts in the state.

TIMELINE/REVIEW PROCESS

March 1, 2017	EOC staff contacted presidents/superintendents/directors of the special schools to schedule meetings to begin work on devising accountability ratings and metrics.
March-April, 2017	EOC staff met with special schools individually to devise rating criteria March 15, 2017 ASA Subcommittee met, amended the criteria and recommends approval of the attached criteria.

ECONOMIC IMPACT FOR EOC

There was no fiscal impact to the EOC.

Fund/Source:

ACTION REQUEST

☒ For approval

☐ For information

ACTION TAKEN

☐ Approved
☐ Not Approved

☐ Amended
☐ Action deferred (explain)

S.C. GOVERNOR'S SCHOOL FOR THE ARTS AND HUMANITIES (SCGSAH)

Students to Be Included in the Rating

The S.C. Governor's School for the Arts and Humanities (SCGSAH) is a residential high school in Greenville, SC for artistically gifted young people in grades 10-12. Students are admitted in the following programs offered at the school: Drama, Creative Writing, Visual Arts, Dance, and Music.

Students enrolled in the school as of the forty-fifth day of instruction and continuing through spring testing period are to be included in the following calculations.

Criteria for the Rating:

Achievement

- Student participation in auditions
- Student acceptance in programs following successful auditions
- Advanced Placement passage rate (exams scored three and above)

Graduation Rate

- On-time graduation rate

Positive Learning Environment

- Results of student survey on learning environment

Prepared for Success

- Composite results on The ACT for graduating class
- Percentage of students who receive Silver, Gold, or Platinum WorkKeys certificates

**Note: While required by Every Students Succeeds Act (ESSA), the performance of English language learners is not currently factored into the rating criteria for special schools. In the last five years, no special school has served 20 or more English language learners.*

Definition of scores for each criterion

Points for each of the seven criterion described herein will determine the school's overall rating. The performance achieved for each criterion, will be awarded points based on the following scale:

Table 1
Definition of scores for each criterion: S.C. Governor's School for the Arts and Humanities

Criterion	Total points available	Definition of score computation
ACHIEVEMENT		
Audition Participation	10	The score is the percentage of students who participated in an audition before the end of their senior year, rounded to one decimal place (e.g., 94.7). <i>Use Table 2 to convert this score to points</i>
Audition Recognition	10	The score is the percentage of students who participated in an audition before the end of their senior year and were accepted by their program, rounded to one decimal place (e.g., 94.3). <i>Use Table 2 to convert this score to points</i>
Advanced Placement	20	The score is: 1) the percentage of students with a score of 3 or higher, expressed as a decimal (e.g., .772), 2) multiplied by 20, and 3) rounded to the nearest whole number.
ON-TIME GRADUATION RATE		
Graduation Rate	20	The score is: 1) the percentage of students in the graduation cohort defined by 9GR=17 who graduated, expressed as a decimal (e.g., .925), 2) multiplied by 20, and 3) rounded to the nearest whole number.
PERFORMANCE OF ENGLISH LANGUAGE LEARNERS (ELL)		
English Language Proficiency (ELP)	0	Fewer than 20 students are ELP students
POSITIVE LEARNING ENVIRONMENT		
Positive Learning Environment	10	Results of Student Survey Tool to be determined

PREPARED FOR SUCCESS		
ACT	15	The score is obtained by computing the mean ACT Composite score to one decimal place (e.g., 29.7). <i>Use Table 2 to convert this score to points</i>
WorkKeys	15	The score is: 1) the percentage of students who receive a Silver, Gold, or Platinum WorkKeys Certificate, rounded to one decimal place (e.g., .952), 2) multiplied by 15, and 3) rounded to the nearest whole number

Table 2
**Conversion Table for Criterion Scores to Points: S.C. Governor's School
for the Arts and Humanities**

Achievement				Positive Learning Environment		Prepared for Success*	
Auditions (Use for both Participation & Recognition)		Advanced Placement		Results of Student Survey		ACT	
Points	Scores	Points	Scores	Points	Scores	Points	Scores
1	<=82.4	1	<=63	1	To Be Determined	1	<=20.4
2	82.5-84.4	2	64-65	2		2	20.5-21.4
3	84.5-86.4	3	66-67	3		3	21.5-22.4
4	86.5-88.4	4	68-69	4		4	22.5-23.4
5	88.5-90.4	5	70-71	5		5	23.5-24.4
6	90.5-92.4	6	71-72	6		6	24.5-25.4
7	92.5-94.4	7	73-74	7		7	25.5-26.4
8	94.5-96.4	8	75-76	8		8	26.5-27.4
9	96.5-98.4	9	77-78	9		9	27.5-28.4
10	98.5-100	10	79-80	10		10	28.5-29.4
		11	81-82			11	29.5-30.4
		12	83-84			12	30.5-31.4
		13	85-86			13	31.5-32.4
		14	87-88			14	32.5-33.4
		15	89-90			15	>=33.5
		16	91-92				
		17	93-94				
		18	95-96				
		19	97-98				
		20	99-100				

NOTE: The on-time graduation rate and WorkKeys score computations result in points, which do not require further conversion.

Table 3
Sample Rating Calculation: S.C. Governor's School for the Arts and Humanities

Criteria	Observed Values	Score/Computation	Score converted to Points
Achievement			
Audition Participation	95.5	95.5	8
Audition Recognition	90.4	90.4	5
AP Pass Rate	77.2	$.772 \times 20 = 15.4$	15
Graduation Rate	98.8	$.988 \times 20 = 19.8$	20
Positive Learning Environment			5*
Prepared for Success			
ACT	23.7	23.7	5
WorkKeys	95.5	$.955 \times 15 = 14.33$	14
Total			72*

* assumes the midpoint of the scores for positive learning environment.

Table 4
Conversion of Points to Ratings: ALL Special Schools

Unsatisfactory	Below Average	Average	Good	Excellent
39 or lower	40-49	50-59	60-69	70 or higher

DRAFT REPORT CARD (sample landing page)

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Governor's School for Arts and Humanities

15 University St. | Greenville, SC | Grades 9-12

864-282-3777 www.scgsah.org SCGSAH

- The SC Governor's School for the Arts and Humanities serves artistically talented high school students in grades 10-12.
- Read the [Mission and Values](#) of the SC Governor's School for the Arts and Humanities, a public residential high school.

School Performance Rating

Excellent

WHAT DOES THE RATING MEAN?

CONTACT SCHOOL

VIEW SCHOOL WEBSITE

Student Achievement

This component is compilation of [Audition Participation](#), [Audition Recognition](#), and the percent of students enrolled in [Advanced Placement courses](#) scoring a 3 or higher.

VIEW MORE INFO

Graduation Rate

This component is the percentage of students at the school who graduate on-time.

VIEW MORE INFO

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Prepared for Success

This component measures the progress students are making on The ACT and WorkKeys, a career-readiness assessment.

VIEW ACHIEVEMENT RESULTS ON ACT

VIEW ACHIEVEMENT RESULTS ON WorkKeys

Positive Learning Environment

A non-academic component, this measures whether the school has a positive and effective learning environment based on the results of a student survey.

VIEW MORE INFO

Federal guidelines require the publication of the performance of English Language Learners (ELLs) in a school. There are currently less than 20 ELL students in this school; therefore, ELL performance cannot be reported.

SHARE

S.C. GOVERNOR’S SCHOOL FOR SCIENCE AND MATHEMATICS (SCGSSM)

Students to Be Included in the Rating

The S.C. Governor’s School for Science and Mathematics (SCGSSM) is a residential high school in Hartsville, SC for young people in grades 10-12 who are academically gifted in Science, Technology, Engineering, and Mathematics.

Students enrolled in the school as of the forty-fifth day of instruction and continuing through spring testing period are to be included in the following calculations.

Criteria for the Rating:

Achievement

- Performance of graduating seniors on ACT Subtests: English, Reading, Mathematics, and Science (with Mathematics and Science weighted higher for graduating class)

Graduation Rate

- On-time graduation rate

Positive Learning Environment

- Results of student survey on learning environment

Prepared for Success

- Average first semester freshman GPA of students in college
- Percentage of students who receive Silver, Gold, or Platinum WorkKeys certificates

**Note: While required by Every Students Succeeds Act (ESSA), the performance of English language learners is not currently factored into the rating criteria for special schools. In the last five years, no special school has served 20 or more English language learners.*

Definition of scores for each criterion

Points for each of the five criterion described herein will determine the school’s overall rating. The performance achieved for each criterion, will be awarded points based on the following scale:

Table 1
Definition of scores for each criterion: S.C. Governor's School for Science and Mathematics

Criterion	Total points available	Definition of score computation
ACHIEVEMENT		
ACT Sub-test performance	40	For each subtest, the score is the subtest mean score rounded to the tenths place (e.g., 29.3). <i>Use Table 2 to convert this score to points for each subtest.</i>
ON-TIME GRADUATION RATE		
Graduation Rate	20	The score is: 1) the percentage of students in the graduation cohort defined by 9GR=17 who graduated, expressed as a decimal (e.g., .925), 2) multiplied by 20, and 3) rounded to the nearest whole number.
PERFORMANCE OF ENGLISH LANGUAGE LEARNERS (ELL)		
English Language Proficiency (ELP)	0	Fewer than 20 students are ELP students
POSITIVE LEARNING ENVIRONMENT		
Positive Learning Environment	10	Results of Student Survey Tool to be determined
PREPARED FOR SUCCESS		
Freshman GPA	20	The score is the mean first semester freshman GPA as obtained from fall semester transcript, rounded to hundredths place (e.g., 3.17). <i>Use Table 2 to convert this score to points.</i>
WorkKeys	10	The score is: 4) the percentage of students who receive a Silver, Gold, or Platinum WorkKeys Certificate, rounded to one decimal place (e.g., .952), 5) multiplied by 10, and 6) rounded to the nearest whole number

Table 2
Conversion Table for Criterion Scores to Points: S.C. Governor's
School for Science and Mathematics

Achievement			Positive Learning Environment		Prepared for Success	
					Freshman GPA	
Points English, Reading	ACT Scores	Points Math, Science	Points	Scores	Points	Scores
0.3	<=20.4	1	1	To be determined	1	<=2.89
0.7	20.5-21.4	2	2		2	2.90-2.95
1	21.5-22.4	3	3		3	2.95-2.99
1.3	22.5-23.4	4	4		4	3.00-3.04
1.7	23.5-24.4	5	5		5	3.05-3.09
2	24.5-25.4	6	6		6	3.10-3.14
2.3	25.5-26.4	7	7		7	3.15-3.19
2.7	26.5-27.4	8	8		8	3.20-3.24
3	27.5-28.4	9	9		9	3.25-3.29
3.3	28.5-29.4	10	10		10	3.30-3.34
3.7	29.5-30.4	11			11	3.35-3.39
4	30.5-31.4	12			12	3.40-3.44
4.3	31.5-32.4	13			13	3.45-3.49
4.7	32.5-33.4	14			14	3.50-3.54
5	>=33.5	15			15	3.55-3.59
					16	3.60-3.64
					17	3.65-3.69
					18	3.70-3.74
					19	3.75-3.79
					20	>=3.80

NOTE: The on-time graduation rate and WorkKeys score computations result in points, which do not require further conversion.

Table 3
Sample Rating Calculation: S.C. Governor's School for Science and Mathematics

Criteria	Observed Values	Score/Computation	Score converted to Points
Achievement			
Average ACT Subtest Score			
English Reading	28.9	28.9	3.3
Mathematics	29.8	29.8	3.7
Science	29.5	29.5	11
	29.4	29.4	10
Graduation Rate	94	$.94 \times 20 = 18.9$	19
Positive Learning Environment			5*
Prepared for Success			
Freshman GPA	3.51	3.51	14
WorkKeys	75.2	$.752 \times 10 = 7.52$	8
Total			74*

* assumes the midpoint of the scores for positive learning environment.


Table 4
Conversion of Points to Ratings: ALL Special Schools

Unsatisfactory	Below Average	Average	Good	Excellent
39 or lower	40-49	50-59	60-69	70 or higher

The following template is designed to provide a visual representation of what a website landing page might look like using these data elements. All data used are for PLACEMENT PURPOSES ONLY.

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Home OVERVIEW
Student Learning
School Environment
Prepared for Success
Student Opportunities
Finances
Search



South Carolina Governor's School for Science & Mathematics

Governor's School for Science and Mathematics

401 Railroad Ave. | Hartsville, SC | Grades 9-12

843-383-3901 | www.scgssm.org | SCGSSM

- The SC Governor's School for the Arts and Humanities serves academically gifted high school students in grades 10-12.
- Read the Mission and Values of the SC Governor's School for Science and Mathematics, a public residential high school.

School Performance Rating

Excellent

WHAT DOES THE RATING MEAN?

CONTACT SCHOOL

VIEW SCHOOL WEBSITE

Student Achievement

This component is compilation of ACT Subtest Performance in English, Reading, Mathematics, and Science.

VIEW MORE INFO

Graduation Rate

This component is the percentage of students at the school who graduate on-time.

VIEW MORE INFO

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Prepared for Success

This component measures the average first semester freshman GPA and results on WorkKeys, a career-readiness assessment.

VIEW FRESHMAN GPA RESULTS

VIEW ACHIEVEMENT RESULTS ON WorkKeys

Positive Learning Environment

A non-academic component, this measures whether the school has a positive and effective learning environment based on the results of a student survey.

VIEW MORE INFO

Federal guidelines require the publication of the performance of English Language Learners (ELLs) in a school. There are currently less than 20 ELL students in this school; therefore, ELL performance cannot be reported.

SHARE

SC SCHOOL FOR THE DEAF AND BLIND (SCSDB)

Students to Be Included in the Rating

The SC School for the Deaf and the Blind is the state's specialized school for students who are deaf or blind, ages 3-21. The main campus is located in Spartanburg, but the school serves students statewide through its campus and outreach programs.

Elementary, middle or high school students who are enrolled in the school as of the 45th day of instruction and are present in the school on the first day of testing will be included in assessment measures.

Criteria for the Rating:

Achievement

- Average student achievement on SC READY and SC PASS.
- Percent of students meeting IEP goals

Student Progress

- Average student progress on SC READY in ELA and Mathematics
- Average student progress on Brigance Inventory

Graduation Rate

- Percent of students who are employed, in post-secondary education, or in the military, sheltered workshop, etc. one year after completing.

Positive Learning Environment

- Results of student survey on learning environment

Prepared for Success

- Percentage of students in grades 9-12 who participate in work-based learning.

**Note: While required by Every Students Succeeds Act (ESSA), the performance of English language learners is not currently factored into the rating criteria for special schools. In the last five years, no special school has served 20 or more English language learners.*

Definition of scores for each criterion

Points for each of the seven criterion described herein will determine the school's overall rating. The performance achieved for each criterion, will be awarded points based on the following scale:

Table 1
Definition of scores for each criterion: SC School for the Deaf and Blind

Criterion	Total points available	Definition of score computation
ACHIEVEMENT		
SC READY and SC PASS performance	20	<p>The score is obtained by:</p> <ol style="list-style-type: none"> 1) find the sum of points for ELA and Math where for each student points are assigned as: 0=Does not meet, 1=Approaches, 2=Meets, 3=Exceeds 2) find total possible points for ELA and Math (3 points for each student with an ELA score and 3 points for each student with a Math score. 3) find the sum of points for Science and Social Studies where for each student points are assigned as: 0=Not Met 1, 1=Not Met 2, 2=Met, 3=Exemplary 4, and 4=Exemplary 5. 4) find total possible points for Science and Social Studies (4 points for each student with a Science score and 4 points for each student with a Social Studies score. 5) find the sum of points for all subjects by adding the sums of points in (1) and (3) 6) find the total possible points for all subjects by adding the possible points in (2) and (4). 7) divide the sum of points by the total possible points to get a percentage expressed as a decimal, 8) multiply the value in (7) by 20, and 9) round the value in (8) to tenths place. <p><i>Use Table 2 to convert this score to points.</i></p>
IEP Goals	10	<p>The score is the average of:</p> <ol style="list-style-type: none"> 1) the percent of students who met their IEP goal in ELA, and 2) the percentage of students who met their IEP goal in Math, then 3) round the average to one decimal place, and 4) express as a decimal (e.g., .934), then 5) multiplied by 10, and 6) rounded to the nearest whole number.
STUDENT PROGRESS		
SC READY Progress	10	<p>The score is the average of:</p> <ol style="list-style-type: none"> 1) the percent of students who increased in level minus the percent of students who decreased in level in ELA, and 2) the percent of students who increased in level minus the percent of students who decreased in level in Math, then 3) round the average to tenths place (e.g., 4.1). <p><i>Use Table 2 to convert this score to points</i></p>
Brigance Inventory	20	<p>The score is the average of:</p> <ol style="list-style-type: none"> 1) the percent of students who improved in ELA, and

		2) the percent of students who improved in Math, then 3) round the average to the nearest whole number. <i>Use Table 2 to convert this score to points.</i>
GRADUATION RATE		
Graduation Rate	20	The score is: 1) the percent of students placed 1-year post completion into: post-secondary education, employment, the military, a sheltered workshop, etc.), 2) multiplied by 20, then 3) rounded to the nearest whole number.
PERFORMANCE OF ENGLISH LANGUAGE LEARNERS (ELL)		
English Language Proficiency (ELP)	0	Fewer than 20 students are ELP students
POSITIVE LEARNING ENVIRONMENT		
Positive Learning Environment	10	Results of Student Survey Tool to be determined
PREPARED FOR SUCCESS		
Work-Based Learning	10	The score is: 1) the percent of eligible students in grades 9-12 who participate in work-based learning, 2) multiplied by 10, then 3) rounded to the nearest whole number.

Table 2
Conversion Table for Criterion Scores to Points: SC School for the Deaf and Blind

Achievement		Student Progress					
SC Ready & PASS		SC Ready		Brigance			
Points	Scores	Points	Scores	Points	Scores	Points	Scores
1	0.0-1.9	1	<=0.4	1	<=81	11	91
2	2.0-3.9	2	0.5-0.9	2	82	12	92
3	4.0-5.9	3	1.0-1.4	3	83	13	93
4	6.0-7.9	4	1.5-1.9	4	84	14	94
5	8.0-9.9	5	2.0-2.4	5	85	15	95
6	10.0-11.9	6	2.5-2.9	6	86	16	96
7	12.0-13.9	7	3.0-3.4	7	87	17	97
8	14.0-15.9	8	3.5-3.9	8	88	18	98
9	16.0-17.9	9	4.0-4.4	9	89	19	99
10	>=18.0	10	>=4.5	10	90	20	100

NOTE: IEP Goals, Graduation Rate, and Work-based learning data result in numbers which do not require further conversion.

The following template is designed to provide a visual representation of what a website landing page might look like using these data elements. All data used are for PLACEMENT PURPOSES ONLY.

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SC School for the Deaf and the Blind
355 Cedar Springs Rd. | Spartanburg, SC |
864-585-7711 | www.scsdb.org

- The SC School for the Deaf and the Blind is the state's specialized school for students who are deaf or blind, ages 3-21. The main campus is located in Spartanburg, but the school serves students statewide through its campus and outreach programs.


Performance Rating

Good

WHAT DOES THE RATING MEAN?


CONTACT SCHOOL

VIEW SCHOOL WEBSITE




Student Achievement
This component shows the average student performance in English Language Arts, Math, Science, and Social Studies as well as IEP goals.

VIEW MORE DATA



Student Progress
This component represents the progress of students on SC READY and the Brigrance Inventory.


VIEW MORE DATA



Graduation Rate
This component is the percentage of students who are successful 1-yr. post completion.


VIEW MORE DATA

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Prepared for Success
This component measures the percent of students in grades 9-12 who participate in work-based learning opportunities.

VIEW MORE DATA



School Environment
A non-academic component, this measures whether the school has a positive and effective learning environment based on the results of a student survey.

VIEW MORE DATA

Federal guidelines require the publication of the performance of English Language Learners (ELLs) in a school. There are currently less than 20 ELL students in this school; therefore, ELL performance cannot be reported.

SHARE

178

SC DEPARTMENT OF JUVENILE JUSTICE (DJJ)

Students to Be Included in the Rating

The South Carolina Department of Juvenile Justice (DJJ) is responsible for providing custodial care and rehabilitation for the state's children who are incarcerated, on probation or parole, or in community placement for a criminal or status offense. The school consists of one long-term facility and three regional evaluation centers, one detention center and ten satellite programs. These school sites provide education for approximately 700 students in grades 6-12.

Eligible students who have participated in the educational program at DJJ and have had relevant information on the following measures collected from them are to be included.

Criteria for the Rating:

Student Achievement

- Achievement indicator based on high school credits earned and middle school courses passed.

Student Progress

- Average gains in Reading and Math on formative assessments

GED Success Rate

- Percent of students who pass the GED

Positive Learning Environment

- Results of student survey on learning environment

Prepared for Success

- Percentage of students who receive Silver, Gold, or Platinum WorkKeys certificates

**Note: While required by Every Students Succeeds Act (ESSA), the performance of English language learners is not currently factored into the rating criteria for special schools. In the last five years, no special school has served 20 or more English language learners.*

Definition of scores for each criterion

Points for each of the five criterion described herein will determine the school's overall rating. The performance achieved for each criterion, will be awarded points based on the following scale:

Table 1
Definition of scores for each criterion: SC Department of Juvenile Justice
(DJJ)

Criterion	Total points available	Definition of score computation
ACHIEVEMENT		
Student Achievement	30	<p>The score is the average of :</p> <ol style="list-style-type: none"> 1) average High School Credits Earned, and 2) average Middle School Courses Passed, 3) rounded to tenths place (e.g., 3.2) <p><i>Use Table 2 to convert this score to points</i></p>
STUDENT PROGRESS		
Student Progress	30	<p>Using each student's formative assessment information, the score is the average of:</p> <ol style="list-style-type: none"> 1) the percentage of students with positive gains in Reading, and 2) the percentage of students with positive gains in Mathematics, 3) rounded to tenths place (e.g., 28.7) <p><i>Use Table 2 to convert this score to points</i></p>
GED SUCCESS RATE		
GED Success Rate	20	<p>The score is the percent of students who pass the GED among students who:</p> <ol style="list-style-type: none"> 4) are 16 years or older, and 5) have scored "likely to pass" on the GED Ready exam, 6) multiplied by 20, and 7) rounded to the nearest whole number.
PERFORMANCE OF ENGLISH LANGUAGE LEARNERS (ELL)		
English Language Proficiency (ELP)	0	Fewer than 20 students are ELP students
POSITIVE LEARNING ENVIRONMENT		
Positive Learning Environment	10	Results of Student Survey Tool to be determined
PREPARED FOR SUCCESS		
WorkKeys	10	<p>The score is:</p> <ol style="list-style-type: none"> 1) the percentage of students who receive a Silver, Gold, or Platinum WorkKeys Certificate, 2) rounded to the nearest whole number. <p><i>Use Table 2 to convert this score to points</i></p>

Table 2
Conversion Table for Criterion Scores to Points: SC Department of
Juvenile Justice (DJJ)

Achievement		Progress		Positive Learning Environment		Prepared for Success	
Points	Scores	Points	Scores	Points	Scores	Points	Scores
1	0.0-0.24	1	0.0-4.4	1	To be determined	1	<=29
2	0.25-0.44	2	4.5-8.4	2		2	30-34
3	0.45-0.64	3	8.5-11.4	3		3	35-39
4	0.65-0.84	4	11.5-14.4	4		4	40-44
5	0.85-1.04	5	14.5-18.4	5		5	45-49
6	1.05-1.24	6	18.5-21.4	6		6	50-54
7	1.25-1.44	7	21.5-24.4	7		7	55-59
8	1.45-1.64	8	24.5-28.4	8		8	60-64
9	1.65-1.84	9	28.5-31.4	9		9	65-69
10	1.85-2.04	10	31.5-34.4	10		10	>=70
11	2.05-2.24	11	34.5-37.4				
12	2.25-2.44	12	37.5-41.4				
13	2.45-2.64	13	41.5-44.4				
14	2.65-2.84	14	44.5-47.4				
15	2.85-3.04	15	47.5-51.4				
16	3.05-3.24	16	51.5-54.4				
17	3.25-3.44	17	54.5-57.4				
18	3.45-3.64	18	57.5-61.4				
19	3.65-3.84	19	61.5-64.4				
20	3.85-4.04	20	64.5-67.4				
21	4.05-4.24	21	67.5-70.4				
22	4.25-4.44	22	70.5-74.4				
23	4.45-4.64	23	74.5-77.4				
24	4.65-4.84	24	77.5-80.4				
25	4.85-5.04	25	80.5-84.4				
26	5.05-5.24	26	84.5-87.4				
27	5.25-5.44	27	87.5-90.4				
28	5.45-5.64	28	90.5-94.4				
29	5.65-5.84	29	94.5-97.4				
30	5.85-6.00	30	97.5-100.0				

NOTE: The GED Success Rate score computations result in points, which do not require further conversion.

Table 3
Sample Rating Calculation:
SC Department of Juvenile Justice (DJJ)

Criteria	Observed Values	Score / Computation	Points
Achievement	Average H.S. Credit: 3.2 Average M.S. Courses: 4.1	3.65	19
Progress	Mathematics - 68 Reading - 75	71.5	22
GED Success Rate	78	$.78 \times 20 = 15.6$	16
Positive Learning Environment			5*
Prepared for Success			
WorkKeys	37.5	37.5	3
Total			65

* assumes the midpoint of the scores for positive learning environment.



Table 4
Conversion of Points to Ratings: ALL Special Schools

Unsatisfactory	Below Average	Average	Good	Excellent
39 or lower	40-49	50-59	60-69	70 or higher

The following template is designed to provide a visual representation of what a website landing page might look like using these data elements. All data used are for PLACEMENT PURPOSES ONLY.

DRAFT REPORT CARD (sample landing page)

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South Carolina
DEPARTMENT OF
JUVENILE JUSTICE

SC Department of Juvenile Justice (DJJ)

4900 Broad River Rd. | Columbia, SC | Grades 6-12

 803-896-9749  www.state.sc.us/djj

- SC DJJ provides education for the state's children who are incarcerated, on probation or parole, or in community placement for a criminal or status offense. Students in grades 6-12 are served.


Performance
Rating

Good

WHAT DOES THE
RATING MEAN?

CONTACT SCHOOL

VIEW SCHOOL WEBSITE



Student Achievement

This component measures high school credits earned and middle school courses passed.


VIEW MORE DATA



Student Progress

This component looks at student progress in Reading and Math .

VIEW MORE DATA



GED Success Rate

This component is the percentage of students who pass the GED.

VIEW MORE DATA


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Prepared for Success

This component measures the progress students are making on WorkKeys, a career-readiness assessment.

VIEW MORE DATA



School Environment

A non-academic component, this measures whether the school has a positive and effective learning environment based on the results of a student survey.

VIEW MORE DATA

Federal guidelines require the publication of the performance of English Language Learners (ELLs) in a school. There are currently less than 20 ELL students in this school; therefore, ELL performance cannot be reported.

SHARE

PALMETTO UNIFIED SCHOOL DISTRICT

The SC Department of Corrections

Students to Be Included in the Rating

The Palmetto Unified School District serves inmates within the South Carolina Department of Corrections, ages 17-21, in ten high schools around the state. The district also has 12 adult education centers that serve incarcerated adult learners, who are over the age of 21. All Palmetto Unified programs are to be reported as one school.

Achievement and performance data for students who are between the ages of 17 and 21 and who have been continuously served for 100 or more days are to be included in the criteria for the rating.

Criteria for the Rating:

Achievement / Student Progress

- Achievement gains on the Test of Adult Basic Education (TABE)

GED Success Rate

- Percent of students who pass the GED

Positive Learning Environment

- Results of student survey on learning environment

Prepared for Success

- Percentage of students who obtain a vocational certification among students who have completed a CATE program
- Percentage of students who receive Silver, Gold, or Platinum WorkKeys certificates

**Note: While required by Every Students Succeeds Act (ESSA), the performance of English language learners is not currently factored into the rating criteria for special schools. In the last five years, no special school has served 20 or more English language learners.*

Definition of scores for each criterion

Points for each of the five criterion described herein will determine the school's overall rating. The performance achieved for each criterion, will be awarded points based on the following scale:

Table 1
Definition of scores for each criterion: Palmetto Unified School District

Criterion	Total points available	Definition of score computation
ACHIEVEMENT / STUDENT PROGRESS		
TABE Progress	30	<p>The score is the mean gain on the Test of Adult Basic Education (TABE), where:</p> <ol style="list-style-type: none"> 1) the gain is obtained by subtracting the mean pre-test GE from their post-test GE, where 2) mean GEs are expressed to 2 decimal places (e.g., 1.73). <p>Use Table 2 to convert this score to points.</p>
GED SUCCESS RATE		
GED Success Rate	20	<p>The score is the percent of students who pass the GED or obtain a high school diploma among students who were enrolled in a GED program.</p> <p>The percent is:</p> <ol style="list-style-type: none"> 1) expressed as a decimal (e.g., .782), 2) multiplied by 20, then 3) rounded to the nearest whole number
PERFORMANCE OF ENGLISH LANGUAGE LEARNERS (ELL)		
English Language Proficiency (ELP)	0	Fewer than 20 students are ELP students
POSITIVE LEARNING ENVIRONMENT		
Positive Learning Environment	5	Results of Student Survey Tool to be determined.
PREPARED FOR SUCCESS		
CATE	25	<p>The score is:</p> <ol style="list-style-type: none"> 1) the percent of students who obtain a vocational certificate among students who have completed a CATE program, 2) rounded to the nearest whole number. <p>Use Table 2 to convert this score to points.</p>
WorkKeys	20	<p>The score is a modified percent of students who receive a Workkeys Certificate where in calculating the percentage:</p> <ol style="list-style-type: none"> 3) students are awarded .5 points for attaining a Bronze WorkKeys Certificate, or 4) 1 point for attaining a Silver, Gold, or Platinum WorkKeys Certificate, 5) among students who did not previously receive a WorkKeys certificate, which is then 6) rounded to the nearest whole number. <p>Use Table 2 to convert this score to points.</p>

Table 2
Conversion Table for Criterion Scores to Points: Palmetto Unified
School District

Achievement/ Progress: TABE Progress		Positive Learning Environment		Prepared for Success: WorkKeys		Prepared for Success: CATE	
Points	Scores	Points	Scores	Points	Scores	Points	Scores
1	<=0.55	1	To be determined	1	<=42	1	<=52
2	0.56-0.60	2		2	43-45	2	53-54
3	0.61-0.65	3		3	46-48	3	55-56
4	0.66-0.70	4		4	49-51	4	57-58
5	0.71-0.75	5		5	52-54	5	59-60
6	0.76-0.80			6	55-57	6	61-62
7	0.81-0.85			7	58-60	7	63-64
8	0.86-0.90			8	61-63	8	65-66
9	0.91-0.95			9	64-66	9	67-68
10	0.96-1.00			10	67-69	10	69-70
11	1.01-1.05			11	70-72	11	71-72
12	1.06-1.10			12	73-75	12	73-74
13	1.11-1.15			13	76-78	13	75-76
14	1.16-1.20			14	79-81	14	77-78
15	1.21-1.25			15	82-84	15	79-80
16	1.26-1.30			16	85-87	16	81-82
17	1.31-1.35			17	88-91	17	83-84
18	1.36-1.40			18	91-93	18	85-86
19	1.41-1.45			19	94-96	19	87-88
20	1.46-1.50			20	97-100	20	89-90
21	1.51-1.55					21	91-92
22	1.56-1.60					22	93-94
23	1.61-1.65					23	95-96
24	1.66-1.70					24	97-98
25	1.71-1.75					25	99-100
26	1.76-1.80						
27	1.81-1.85						
28	1.86-1.90						
29	1.91-1.95						
30	>=1.96						

NOTE: The GED Success Rate score computations result in points, which do not require further conversion.

Table 3
Sample Rating Calculation: Palmetto Unified School District

Criteria	Observed Values	Score / Computation	Points
Achievement / Progress			
TABE	1.5	1.5	20
GED Success Rate	81	$.81 \times 20 = 16.2$	16
Positive Learning Environment			5*
Prepared for Success			
CATE	72	72	11
WorkKeys	74	74	12
Total			64

* assumes the midpoint of the scores for positive learning environment.

Table 4
Conversion of Points to Ratings: ALL Special Schools

Unsatisfactory	Below Average	Average	Good	Excellent
39 or lower	40-49	50-59	60-69	70 or higher

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Federal guidelines require the publication of the performance of English Language Learners (ELLs) in a school. There are currently less than 20 ELL students in this school; therefore, ELL performance cannot be reported.

WIL LOU GRAY OPPORTUNITY SCHOOL

Students to Be Included in the Rating

Wil Lou Gray Opportunity School serves “at-risk” young people, ages 16-19 years old, who are on a path toward failing at their current school; dropping out of school; or engaging in an unhealthy, negative lifestyle because of bad choices.

All students who are enrolled in the Wil Lou Gray Opportunity School for any of the three-month program periods each fiscal year are to be included.

Criteria for the Rating:

Achievement

- Average percent passage on each of the five GED sections

Student Progress

- Achievement gains on the Test of Adult Basic Education (TABE)

GED Success Rate

- Percent of students who pass the GED

Positive Learning Environment

- Results of student survey on learning environment

Prepared for Success

- Percentage of students who score at or above the minimum score of 31 on the ASVAB
- Percentage of students who receive Silver, Gold, or Platinum WorkKeys certificates

**Note: While required by Every Students Succeeds Act (ESSA), the performance of English language learners is not currently factored into the rating criteria for special schools. In the last five years, no special school has served 20 or more English language learners.*

Definition of scores for each criterion

Points for each of the six criterion described herein will determine the school’s overall rating. The performance achieved for each criterion, will be awarded points based on the following scale:

Table 1
Definition of scores for each criterion: Wil Lou Gray Opportunity School

Criterion	Total points available	Definition of score computation
ACHIEVEMENT		
GED Passage	20	The score is the average of the percent of students passing each of four GED test sections: (Reading, Mathematics, Social Studies, and Science), where 10) The average is expressed as a decimal (.e.g., .874), which is 11) multiplied by 20, and 12) rounded to the nearest whole number.
STUDENT PROGRESS		
TABE Progress	20	The score is the mean gain on the Test of Adult Basic Education (TABE), where the gain is obtained by: 3) subtracting the mean pre-test GE from the mean post-test GE, where 4) mean GEs are reported to 2 decimal points (e.g., 1.73). <i>Use Table 2 to convert this score to points</i>
GED SUCCESS RATE		
GED Success Rate	20	The score is the percent of students who pass the GED among students who: 4) are 16 years or older, and 5) have completed the GED preparation program, which is: 6) Expressed as a decimal (e.g., .782), 7) Multiplied by 20, then 8) Rounded to the nearest whole number
PERFORMANCE OF ENGLISH LANGUAGE LEARNERS (ELL)		
English Language Proficiency (ELP)	0	Fewer than 20 students are ELP students
POSITIVE LEARNING ENVIRONMENT		
Positive Learning Environment	10	Results of Student Survey Tool to be determined

PREPARED FOR SUCCESS

ASVAB	15	The score is: 1) the percent of students who score above the minimum score of 31, expressed as a decimal (e.g., .692), 2) multiplied by 15, then 3) rounded to the nearest whole number.
WorkKeys	15	The score is: 4) the percent of students who received a Silver, Gold, or Platinum certification, expressed as a decimal (e.g., .742), 5) multiplied by 15, then 6) rounded to the nearest whole number.

Table 2
Conversion Table for Criterion Scores to Points: Wil Lou Gray Opportunity School

Progress (TABE)		Positive Learning Environment	
Points	Scores	Points	Scores
1	0.55-0.64	1	To be Determined
2	0.65-0.74	2	
3	0.75-0.84	3	
4	0.85-0.94	4	
5	0.95-1.04	5	
6	1.05-1.14	6	
7	1.15-1.24	7	
8	1.25-1.34	8	
9	1.35-1.44	9	
10	1.45-1.54	10	
11	1.55-1.64		
12	1.65-1.74		
13	1.75-1.84		
14	1.85-1.94		
15	1.95-2.04		
16	2.05-2.14		
17	2.15-2.24		
18	2.25-2.34		
19	2.35-2.44		
20	2.45-2.54		

NOTE: The GED Passage Rate, GED Success Rate, as well as the ASVAB and WorkKeys percentages result in numbers which do not require further conversion.

Table 3
Sample Rating Calculation: Wil Lou Gray Opportunity School

Criteria	Observed Values	Score/ Computation	Points
Achievement	53.1, 55.5, 58.2, 60.3	$.568 \times 20 = 11.34$	11
Progress (TABE)	19 months (1.7 GE) 18 months (1.6 GE)	1.65	12
GED Success Rate	53.1	$.531 \times 20 = 10.6$	11
Positive Learning Environment			5*
Prepared for Success			
ASVAB	69.2	$.692 \times 15 = 10.40$	10
WorkKeys	56.7	$.567 \times 15 = 8.51$	9
Total			58*


* assumes the midpoint of the scores for positive learning environment.

Table 4
Conversion of Points to Ratings: ALL Special Schools

Unsatisfactory	Below Average	Average	Good	Excellent
39 or lower	40-49	50-59	60-69	70 or higher

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Home OVERVIEW
Student Learning
School Environment
Prepared for Success
Student Opportunities
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Wil Lou Gray Opportunity School

3300 W. Campus Rd. | West Columbia, SC |

803-896-6480 | www.willougray.org

Wil Lou Gray Opportunity School serves “at-risk” young people, ages 16-19 years old, who are on a path toward failing at their current school; dropping out of school; or engaging in an unhealthy, negative lifestyle because of bad choices.

Performance Rating

Good

WHAT DOES THE RATING MEAN?

CONTACT SCHOOL

VIEW SCHOOL WEBSITE

Student Achievement

This component shows the average percent passage on four sections of the General Education Diploma (GED)

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Student Growth

This component represents the growth of students on the Test of Adult Basic Education (TABE)

VIEW MORE DATA

GED Success Rate

This component is the percentage of students who pass the GED.

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Prepared for Success

This component measures the progress students are making on WorkKeys, a career-readiness assessment, as well as the percentage of students scoring at least the minimum score on the Armed Services Vocational Battery (ASVAB).

VIEW MORE DATA

School Environment

A non-academic component, this measures whether the school has a positive and effective learning environment based on the results of a student survey.

VIEW MORE DATA

Federal guidelines require the publication of the performance of English Language Learners (ELLs) in a school. There are currently less than 20 ELL students in this school; therefore, ELL performance cannot be reported.

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Appendix G: Report Elements on Report Cards

Headings	ESSA	SC Law	EOC Also Recommends:
Student Learning – Level 1			
Performance compared to state and nation <i>Drill down level 2 under Student Learning</i>		<p>Performance of students in South Carolina on SC Ready to other students' performance on comparable standards in other states with the ability to link scores of the assessment to scales from other assessments. <i>Section 59-18-325(C)</i></p> <p>NAEP and National Rankings <i>Section 59-18-930</i></p>	<p>State should publish the state, district, high school and national results of results of the college readiness assessment for the graduating class to include:</p> <ul style="list-style-type: none"> • average composite ACT scores • average ACT score by subtest • percent of ACT-tested high school graduates that meet ACT college readiness benchmarks by subject and by race and ethnicity • percentage of students earning a Silver or better on National Career Readiness Certificate • on-time graduation rate
Early Literacy & Early Numeracy – Drill down Level 2 under Student Learning	<p>Number and percentage of English learners achieving English language proficiency” (Sec. 1111(h)(1)(c)(iv). English learners are also one of the groups of students for which all other information must be disaggregated</p> <p><i>Sec. 1111(c)(2)(D)</i></p>	<p>Read to Succeed requires progress monitoring by school and district on reading proficiency</p> <p><i>Section 59-155-140</i></p>	<p>Schools and districts report the number of kindergarten, 1st and 2nd grade students who are not on track to be reading on a third grade level or who are not on track to be meeting state standards in mathematics by the end of third grade.</p> <p>To be phased in starting with 2nd grade students on 2018 report card; 1st and 2nd graders on 2019 report card; and K, 1st and 2nd graders on the 2020 report card.</p>

Life & Career Characteristics <i>Drill down Level 2 under Student Learning</i>		<i>Act 195 of 2016</i>	EOC recommends that districts and schools select from a list of approved metrics that determine if students are obtaining life & career characteristics of the <i>Profile of the SC Graduate</i> 1. Elementary & Middle schools – Report either survey data or data collected from rubrics (i.e. Lexington 4) for grades 3-8. 2. High School – At least two districts are piloting Microburst, a soft skills assessment survey.
Civic Life Readiness <i>-Drill down Level 2 under Student Learning</i>		Percentage of Students passing Civics Test at school and district level <i>Section 59-29-240</i>	Service learning and leadership opportunities <ul style="list-style-type: none"> • Percentage of students involved in ROTC • Percentage of students involved in student government, CATE organizations, clubs • Percentage of students involved in service learning
Advanced Coursework <i>-Drill down Level 2 under Student Learning and Programs offered</i>	“Number and percentage of students enrolled in ---(bb) accelerated coursework to earn postsecondary credit while still in high school, such as Advanced Placement and International Baccalaureate courses and examinations, dual or concurrent enrollment programs” <i>Sec. 1111(h)(1)(C)(Viii)(II)(bb)</i>		In addition to ESSA requirements, reporting information on the success rates of students in advanced coursework, namely: Number of students enrolled in AP or IB course and % students with passing score on AP or IB exam Number of students taking a dual enrollment course and % students earning college credit

Finances–Level 1	Per pupil expenditures of Federal, State and Local funds, disaggregated by source of funds <i>Sec. 1111(h)(1)(C)(x)</i>		Additional reporting by school and district: <ul style="list-style-type: none"> • Percent of expenditures for instruction, instructional support, operations, etc. (In\$ite data) • Percent of expenditures for teachers' salaries • Poverty Index
School Environment Level 1			
School Climate <i>Drill down Level 2 under School Environment</i>			<ul style="list-style-type: none"> • Student attendance rate • Rate of chronic absenteeism • Out of school suspensions or expulsions for violent and/or criminal offense • Results of teacher, parent, student surveys
Student Characteristics <i>Drill down level 2 under School Environment</i>			Additional reporting by school and district: <ul style="list-style-type: none"> • Poverty Index • % of students with disabilities • % of students who are English language learners • Student characteristics (ethnicity, new poverty criteria)

Prepared for Success Level 1			
Kindergarten Readiness -- <i>Drill down level 2 under Prepared for Success</i>			Kindergarten Readiness results by state, county, school district, and school. The new kindergarten readiness assessment will be implemented in school year 2017- 18. <i>Section 59-152-33 & Section 59-155-150</i>
College and Career Readiness <i>Drill down level 2 under Prepared for Success</i>	<p>“Cohort rate (in the aggregate, and disaggregated for each subgroup of students defined in subsection(c)(2)), at which students who graduate from the high school enroll, for the first academic year that begins after the students’ graduation – (I) in programs of public postsecondary education in the State; and (II) if data are available and to the extent practicable, in programs of private postsecondary education in the State or programs of postsecondary education outside the State”</p> <p><i>Sec. 1111(h)(1)(C)(Xiii)(1)-(111)</i></p>		<p>ESSA requires SC to report Freshman Report disaggregated by subgroups (% of students form prior year graduating class enrolled in a two or four-year college or technical college pursuing an associate’s degree, certificate)</p> <p>EOC also recommends reporting:</p> <ul style="list-style-type: none"> • Percentage of seniors who have completed FAFSA Forms • Percentage of Seniors Completing College applications • Percentage of Seniors Eligible for LIFE Scholarship • Number and percentage of students with LIFE scholarship in freshman year and retaining in sophomore year • Percentage of Seniors Eligible for Palmetto Fellows Scholarship • Number and percentage of students who are still enrolled in a four or two-year college after their freshman year • % graduates who earn postsecondary degree 5 or 6 years after graduating from high school • % graduates who are gainfully employed in a living wage job 2 years after graduating from high school

<p>Education & Economic Development Act <i>Drill down level 2 under Prepared for Success</i></p>		<p>EEDA is a critical component for improving college/career readiness of students</p> <p><i>Chapter 59 of Title 59</i></p> <p>Reporting of dropout recovery rate on the annual school and district report cards.</p> <p><i>Proviso 1A.39. of the 2016-17 General Appropriations Act</i></p>	<p>Requirements of the law need to be documented to determine if students are being served:</p> <ul style="list-style-type: none"> • Annual Dropout Rate • Annual dropout recovery rate • Career clusters offered at each school, career and technology center, and district • Number of students enrolled in each cluster • Number of students who complete each cluster • Number of students completing apprenticeship programs • Percentage of students who have an individual graduation plan • Number of students earning specific national industry credentials
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Student Opportunities Level 1		Character Development Programs	<ul style="list-style-type: none"> • Percentage of students served by Gifted & Talented programs • Opportunities in the arts • Opportunities in Foreign Languages • Percentage of students enrolled in foreign language (non-duplicative) • Technology Capabilities of school and district (Bandwidth, internal connections, % of classroom with wireless access, 1:1 capacity, etc.) • Average age of books/electronic media in school library • Number of resources available per student in school library media center • AP courses offered, dual credit opportunities • Montessori...(this is an aread where schools could list what they offer, users could filter results.)
Advanced Coursework <i>-Drill down Level 2 under Student Opportunities</i>	<p>“Number and percentage of students enrolled in ---(bb) accelerated coursework to earn postsecondary credit while still in high school, such as Advanced Placement and International Baccalaureate courses and examinations, dual or concurrent enrollment programs”</p> <p><i>Sec. 1111(h)(1)(C)(Viii)(II)(bb)</i></p>		<p>In addition to ESSA requirements, reporting information on the success rates of students in advanced coursework, namely:</p> <p>Number of students enrolled in AP or IB course and % students with passing score on AP or IB exam</p> <p>Number of students taking a dual enrollment course and % students earning college credit</p>

Appendix H: GEPA Section 427 Statement

The South Carolina Department of Education (SCDE) complies with the requirements of Section 427 of the General Education Provisions Act (GEPA). The SCDE will comply with all Federal and State Laws to ensure that all persons regardless of race, color, ethnicity, religion, national origin, age, citizenship, disability, gender, or sexual orientation have equitable access to all educational programs, activities, and opportunities provided through Federal and State Law and provided by all relevant federal and state funding.

The SCDE will hold Local Education Agencies (LEA)s accountable for upholding all federal and state laws and regulations relating to equitable access to all educational programs and for providing necessary and reasonable accommodations to meet the needs of all protected classes, including students, staff, and stakeholders.

Examples of SCDE activities designed to ensure equitable access:

- Monitoring of federal programs that include reviewing equitable access requirements;
- Reviewing of LEAs and schools to meet accreditation standards established by the SCDE that include equitable access requirements;
- Reviewing of LEA and school data to review the performance of all students, as well as to review the performance of subgroups of students, and to provide technical assistance as needed;
- Offering language services for students and parents as appropriate;
- Providing technologies in a variety of settings to ensure all students including English Language Learners (EL)s and special needs students have an equitable access for achievement;
- Providing technical assistance to LEAs and schools to create a positive school climate for all students through programs such as Positive Behavioral Interventions and Support (PBIS) and anti-bully programs;
- Using a variety of teaching techniques to ensure all students have an opportunity to engage in Free Appropriate Public Education;
- Providing transportation services for homeless, foster, and special needs children;
- Providing training and technical assistance to enhance family and parent engagement for all students.